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ABSTRACT

Program review at Independence Community College (ICC) is structured so that every program of study will undergo review within a 5-year period. The purpose of the program review effort is to assess the relationship of inputs to outcomes, so that actual outcomes can be compared to expected outcomes. Each program of study is evaluated according to the following 18 criteria: (1) institutional mission and goals; (2) advisory council involvement; (3) labor market data; (4) comprehensive needs assessment; (5) local educational area needs assessment; (6) curriculum analysis; (7) instructional analysis; (8) facilities, equipment and materials analysis; (9) enrollment; (10) cost; (11) marketing analysis; (12) internal procedures analysis; (13) transfer; (14) placement and demographics; (15) survey of previous program enrollees; (16) admissions requirements; (17) outside accreditation; and (18) affirmative action/sex equity. Vocational programs are reviewed using a vocational program review guide, while other programs are reviewed using the non-vocational program review guide. Each program review, in addition to responding to the 18 criteria, contains a narrative report addressing the needs, strengths, and weaknesses of the program as determined during the program review process. In addition to providing a description of ICC's program review process, this document offers examples of program review reports for the college's music, accounting, and mathematics departments; and psychology and social science, journalism, and drafting and engineering technology programs. (JMC)

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INDEPENDENCE COMMUNITY COLLEGE
PROGRAM REVIEW PROCESS

ROBERT J. ROMINE
VICE-PRESIDENT

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INDEPENDENCE COMMUNITY COLLEGE
INDEPENDENCE, KS 67301

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Independence Community College
Program Review Philosophy

The general purpose of reviewing an instructional program is to provide a vehicle for determining whether the program is meeting its internal (instructional/curricular) goals and its external (institutional) goals. The review process attempts to determine whether the anticipated outcomes associated with a set of instructional resource inputs match the expected outcomes. In other words, the purpose of the program review effort is to examine the condition of the program by assessing the relationship of inputs to outcomes, so that actual outcomes can be compared to expected outcomes. In this context, the program review process becomes an important element of the institutional planning process, both curricular and fiscal.

The program review process at Independence Community College refers to the process of defining, collecting and analyzing information about an existing program to arrive at a judgement concerning the continuation, modification, enhancement or termination of the program. The objectives of the program review process at Independence Community College are threefold:

1) To determine the effectiveness of the program in meeting its goals and objectives, and to consider possible modifications in order to achieve the best use of institutional resources.

2) To evaluate the quality, productivity, need and demand for the program within the college, its service area and the state.

3) To provide a basis for recommendations regarding:
    a) curriculum revision;
    b) faculty teaching assignments; and
    c) internal program allocations in the preparation of the annual operating budget.

PROGRAM REVIEW PROCESS

All programs of study offered by Independence Community College shall be reviewed periodically, as provided by the appropriate program review guide. Vocational programs will be reviewed using the Vocational Program Review Guide, and other programs will be reviewed using the Nonvocational Program Review Guide. The completed guide should be accompanied by a narrative report addressing the needs, strengths, and weaknesses of the program as determined during the program review process. The program review process is structured in a five-year cycle, so that every program of study will have undergone review within a five-year period. The schedule of programs for review follows:

Program	Review Guide and Narrative to be Completed and Submitted to the Vice-President by:
Biological Sciences	April 1, 1991
Physical Sciences	April 1, 1992
Mathematics	April 1, 1990
Psychology/Social Science	April 1, 1990
History/Political Science	April 1, 1991
Health/Recreation/Physical Education	April 1, 1992
Foreign Language	April 1, 1993
Speech/Drama	April 1, 1993
Journalism	April 1, 1989
English/Literature	April 1, 1991
Art	April 1, 1990
Music	April 1, 1989
Education	April 1, 1992
Cosmetology	April 1, 1993
Office Education/Secretarial Science	April 1, 1989
Accounting	April 1, 1990
Mid-Management/Distributive Education	April 1, 1991
Economics	April 1, 1992
Drafting/Engineering Technology	April 1, 1989
Business Computer/Console Operator	April 1, 1993
Remedial Program	April 1, 1993

The initial program review guide with narrative is to be completed by the instructor(s) who operate(s) the program, in consultation with the appropriate Division Chair and the Vice-President, and submitted to the Vice-President for review and assessment. Following any appropriate revision, the final program review guide with narrative will be submitted by the Vice-President to the Academic Council for review and recommendations.

VOCATIONAL PROGRAM REVIEW GUIDE

This instrument is intended to be used to direct a comprehensive vocational program review. It is intended to be used to document need for the program; strengths and weaknesses of the program; and to assist in the development of a narative addressing need, strengths, and weaknesses. Each component of each criterion will be evaluated as S (satisfactory), NI (needs improvement), or U (unsatisfactory).

LIST OF CRITERIA

CRITERION 1 Institutional Mission and Goals

[S NI U] A. Establish that the program is consonant with the philosophy of the college.
[S NI U] B. Establish that the program is consonant with the goals of the college.

CRITERION 2 Advisory Council Involvement

[S NI U] A. List the names, addresses, and occupations of all program advisory council members.

[S NI U] B. Provide minutes and/or other documentation of program advisory council meetings during which goals, objectives, strengths and weaknesses of the program were discussed.

[S NI U] C. Document the program advisory council's belief that there is adequate vocational and employment potential for the program.

[S NI U] D. Document the program advisory council's recommendations for improving the program, or addressing any deficiency of the program.

CRITERION 3 Labor Market Data

[S NI U] A. Document the number of projected job openings for the program in the service area/region; in the state; and in the United States.

[S NI U] B. Document projected percentage increase or decrease in annual replacement needs for the program for the next 10 years in the service area/region; in the state; and in the United States.

CRITERION 4 Comprehensive Needs Assessment

[S NI U] A. Develop a survey to be administered to industries within business and which documents belief that there is need for the program; that area businesses and industries support and are willing to assist with and participate in the program; that area business and industries are willing to employ graduates of the program; and establishing the annual number of job openings related to the program as reported by businesses and industries in the service area.

[S NI U] B. Establish the applicable number of businesses and industries in the service area, the number surveyed, and the return rate for the survey.

[S NI U] C. Establish evidence of student interest in the program.

CRITERION 5 LEA Needs Assessment

[S NI U] A. Survey and document enrollment in this or similar programs are area vocational technical schools, private colleges or universities, proprietary schools, or private training programs within industrial firms in the service area.

[S NI U] B. Survey and document interest in and potential enrollment in the program at service area high schools.

[S NI U] C. Document support for and/or perception of need for the program by administrators of LEA's in the service area.

CRITERION 6 Curriculum Analysis

[S NI U] A. Document the courses in the program as it currently stands.

[S NI U] B. Evaluate the content of the courses in the program in terms of scope, currency, and applicability to vocational skills.

[S NI U] C. Evaluate the textual materials of the courses in terms of scope, currency and applicability to vocational skills.

[S NI U] D. Evaluate the occupational objectives and competencies specified for each course.

[S NI U] E. Evaluate the sequence of courses in the program as normally offered.

[S NI U] F. Evaluate the extent to which courses in program have kept up with recent developments in the field affecting employability.

[S NI U] G. Recommend courses alterations, additions, and/or deletions.

[S NI U] H. Ascertain that a current course syllabus is on file in the office of the Dean of Instruction for each course in the program.

[S NI U] I. Ascertain that each syllabus for each course contains the following material:
A detailed course outline.
Publication information relative to the proposed textbook.
A complete description of the course and its place in the curriculum.
A detailed list of course learning objectives.
A detailed list of competencies to be attained by students.
A descriptions of the method of instruction to be used.
A description of the method to be used to evaluate student performance.
A list of materials which students will need in order to take the course.
A list of applicable reference materials available to students who enroll in the course.

CRITERION 7 Instructional Analysis

[S NI U] A. Document the credentials and qualifications of the instructors in the program.

[S NI U] B. Evaluate the teaching effectiveness of the instructors in the program.

[S NI U] C. Evaluate the method or type of instruction used by the various instructors in the program.

[S NI U] D. Evaluate the method used to determine how effective the instructional process has been in achieving program objectives.

CRITERION 8 Facilities, Equipment and Materials Analysis

[S NI U] A. Evaluate the facilities applicable to the program, as they relate to program objectives and competencies.

[S NI U] B. Evaluate the equipment applicable to the program, as it relates to program objectives and competencies.

[S NI U] C. Evaluate the materials applicable to the program (including library/media center holdings and acquisitions) as they relate to the program objectives and competencies.

[S NI U] D. Establish facilities, equipment and materials needs, both short and long term, in the context of program objectives and competencies.

CRITERION 9 Enrollment

[S NI U] A. Document the enrollment for each course of the program each year for the last three years.

[S NI U] B. Establish the proper figure for each of the following catagories of program enrollment for each of the last three years.

Year __________
Number of students enrolled in the program __________
Student credit hours generated by the program __________
FTE Enrollment of the program __________

Year __________
Number of students enrolled in the program __________
Student credit hours generated by the program __________
FTE Enrollment of the program __________

Year __________
Number of students enrolled in the program __________
Student credit hours generated by the program __________
FTE Enrollment of the program __________

[S NI U] C. Provide program enrollment projections for the next three years and explain them.

CRITERION 10 Cost

[S NI U] A. Establish the proper figure for each of the following categories of program cost for each of the last three years.

Year __________
Salaries __________
Fringe Benefits __________
Equipment purchases __________
Equipment maintenance and repair __________
Supplies __________
Travel __________
Total Cost __________

Year __________
Salaries ______________
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Travel ______________
Total Cost ______________

CRITERION 11 Marketing Analysis

[S NI U] A. Identify the target market for this program as it currently operates.

[S NI U] B. Document the advertising/marketing efforts associated with the program as it currently stands.

[S NI U] C. Evaluate the effectiveness of the advertising/marketing efforts associated with the program as it currently stands.

[S NI U] D. Recommend alterations in the advertising/marketing efforts associated with the program.

CRITERION 12 Internal Procedures Analysis

[S NI U] A. Evaluate advising effectiveness as related to the program.

[S NI U] B. Recommend alterations of the advising process as related to the program.

[S NI U] C. Evaluate VE-3 and K-VED-1,2,3 reporting as related to this program.

CRITERION 13 Transfer

[S NI U] A. Document the percentage of program enrollees who transfer to comparable university programs.

[S NI U] B. Evaluate the effectiveness of the program in meeting the needs of transfer enrollees, through follow-up surveys or other similar means.

[S NI U] C. Document the extent of program articulation with universities by providing evidence indicating that the courses in the program are transferable to each of the state universities and by providing evidence indicating that the courses in the program satisfy both program and course requirements for comparable programs at the state universities.

CRITERION 14 Placement and Demographics

[S NI U] A. Document the number and percentage of program enrollees for the last three years who fall into the following categories.

Year ___________

Number	% of Total	
______	______	Adults returning to school
______	______	Recent high school graduates
______	______	Residents of the service area
______	______	Employed in the program field wide
______	______	Employed outside the program field while attending
______	______	Unemployed while attending
______	______	Completers employed in the program field
______	______	Completers transferring to comparable university programs.
______	______	Completers employed in other fields
______	______	Completers unemployed

Year ___________

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______	______	Completers employed in other fields
______	______	Completers unemployed

[S NI U] B. Evaluate the effectiveness of the placement component of the program through follow-up surveys of students placed, employers with whom students have been placed, or other similar means.

CRITERION 15 Survey of Previous Program Enrollees

[S NI U] A. Survey former students and document their evaluation of the effectiveness of the program and their perception of its strengths and weaknesses.

CRITERION 16 Admissions Requirements

[S NI U] A. List any requirements which limit or restrict admission to the program in some fashion, and justify such restrictions.

CRITERION 17 Outside Accreditation

[S NI U] A. List all outside accrediting, licensing or certifying agencies or organizations which approve, review, and/or have in-put in the conduct or standards of the program, and explain the relationship of the program to any such agency listed.

CRITERION 18 Affirmative Action/Sex Equity

[S NI U] A. Explain how this program effects the institution's commitment to affirmative action and sex equity.

NON-VOCATIONAL PROGRAM REVIEW GUIDE

This instrument is intended to be used to direct a comprehensive non-vocational program review. It is intended to be used to document need for the program; strengths and weaknesses of the program; and to assist in the development of a narrative addressing need, strengths, and weaknesses. Each component of each criterion will be evaluated as S (satisfactory), NI (needs improvement), or U (unsatisfactory).

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[S NI U] B. Provide minutes and/or other documentation of program advisory council meetings during which goals, objectives, strengths and weaknesses of the program were discussed.

[S NI U] C. Document the program advisory council's recommendations for improving the program, or addressing any deficiency of the program.

CRITERION 3 Labor Market Data

[S NI U] A. Cite labor market projections and/or data relating to employability for the major(s) within this program.

CRITERION 4 Comprehensive Needs Assessment

[S NI U] A. Develop and administer a needs assessment survey which documents the need for the program at the local, regional, and state level.

[S NI U] B. Establish evidence of student interest in the program.

[S NI U] C. Establish that the program and the courses within the program are not excessively duplicative of those offered by other community colleges in the state.

CRITERION 5 LEA Needs Assessment

[S NI U] A. Survey and document interest in and potential enrollment in the program at service area high schools.

[S NI U] B. Document support for and/or perception of need for the program by administrators of LEA's in the service area.

CRITERION 6 Curriculum Analysis

[S NI U] A. Document the courses in the program as it currently stands.

[S NI U] B. Evaluate the content of the courses in the program in terms of scope, currency, and applicability to Regents' transfer programs.

[S NI U] C. Evaluate the textual materials of the courses in terms of scope, currency and applicability to Regents' transfer programs.

[S NI U] D. Evaluate the objectives and competencies specified for each course.

[S NI U] E. Evaluate the sequence of courses in the program as normally offered.

[S NI U] F. Evaluate the extent to which courses in the program have kept up with recent developments in the field especially as they may apply to Regents' transfer programs..

[S NI U] G. Recommend course alterations, additions, and/or deletions.

[S NI U] H. Ascertain that a current course syllabus is on file in the office of the Dean of Instruction for each course in the program.

[S NI U] I. Ascertain that each syllabus for each course contains the following material:
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Student credit hours generated by the program __________
FTE Enrollment of the program __________

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Student credit hours generated by the program __________
FTE Enrollment of the program __________

Year __________
Number of students enrolled in the program __________
Student credit hours generated by the program __________
FTE Enrollment of the program __________

[S NI U] C. Provide program enrollment projections for the next three years and explain them.

CRITERION 10 Cost

[S NI U] A. Establish the proper figure for each of the following categories of program cost for each of the last three years.

Year __________
Salaries ________________
Fringe Benefits ________________
Equipment purchases ________________
Equipment maintenance and repair ________________
Supplies ________________
Travel ________________
Total Cost ________________

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Fringe Benefits ________________
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CRITERION 13 Transfer

[S NI U] A. Document the percentage of program enrollees who transfer to comparable university programs.

[S NI U] B. Evaluate the effectiveness of the program in meeting the needs of transfer enrollees, through follow-up surveys or other similar means.

[S NI U] C. Document the extent of program articulation with universities by providing evidence indicating that the courses in the program are transferable to each of the state universities and by providing evidence indicating that the courses in the program satisfy both program and course requirements for comparable programs at the state universities.

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Year ____________

Number	% of Total	
______	______	Adults returning to school
______	______	Recent high school graduates
______	______	Residents of the service area
______	______	Employed while attending
______	______	Unemployed while attending
______	______	Residing off campus
______	______	Residing on campus
______	______	Majors
______	______	Non-Majors

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______	______	Majors
______	______	Non-Majors

CRITERION 15 Survey of Previous Program Enrollees

[S NI U] A. Survey former students and document their evaluation of the effectiveness of the program and their perception of its strengths and weaknesses.

CRITERION 16 Admissions Requirements

[S NI U] A. List any requirements which limit or restrict admission to the program in some fashion, and justify such restrictions.

CRITERION 17 Outside Accreditation

[S NI U] A. List all outside accrediting, licensing or certifying agencies or organizations which approve, review, and/or have in-put in the conduct or standards of the program, and explain the relationship of the program to any such agency listed.

CRITERION 18 Affirmative Action/Sex Equity

[S NI U] A. Explain how this program effects the institution's commitment to affirmative action and sex equity.

MUSIC DEPARTMENT
PROGRAM REVIEW

1988-89

Prepared by
Independence Community College
Department of Music

Submitted to the
Dean of Instruction

September 8, 1989

DRAFT

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NON-VOCATIONAL PROGRAM REVIEW GUIDE

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LIST OF CRITERIA

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[S [✓ NI] U] A. Develop and administer a needs assessment survey which documents the need for the program at the local, regional, and state level.

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[[✓ S] NI U] A. Document the courses in the program as it currently stands.

[[✓ S] NI U] B. Evaluate the content of the courses in the program in terms of scope, currency, and applicability to Regent's transfer programs.

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[S [✓ NI] U] D. Evaluate the objectives and competencies specified for each course.

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Publication information relative to the proposed textbook.
A complete description of the course and its place in the curriculum.
A detailed list of course learning objectives.
A detailed list of competencies to be attained by students.
A descriptions of the method of instruction to be used.
A description of the method to be used to evaluate student performance.
A list of materials which students will need in order to take the course.
A list of applicable reference materials available to students who enroll in the course.

CRITERION 7 Instructional Analysis

[[✓ S] NI U] A. Document the credentials and qualifications of the instructors in the program.

[[✓ S] NI U] B. Evaluate the teaching effectiveness of the instructors in the program.

[[✓ S] NI U] C. Evaluate the method or type of instruction used by the various instructors in the program.

[S [✓ NI] U] D. Evaluate the method used to determine how effective the instructional process has been in achieving program objectives.

CRITERION 8 Facilities, Equipment and Materials Analysis

[[✓ S] NI U] A. Evaluate the facilities applicable to the program, as they relate to program objectives and competencies.

[[✓ S] NI U] B. Evaluate the equipment applicable to the program, as it relates to program objectives and competencies.

[[✓ S] NI U] C. Evaluate the materials applicable to the program (including library/media center holdings and acquisitions) as they relate to the program objectives and competencies.

[[✓ S] NI U] D. Establish facilities, equipment and materials needs, both short and long term, in the context of program objectives and competencies.

CRITERION 9 Enrollment

[[✓ S] NI U] A. Document the enrollment for each course of the program each year for the last three years.

[[✓ S] NI U] B. Establish the proper figure for each of the following catagories of program enrollment for each of the last three years.

Year 1986-87	
Number of students enrolled in the program	156
Student credit hours generated by the program	238
FTE Enrollment of the program	15.87
Revenue Generated	12,644.50
Year 1987-88	
Number of students enrolled in the program	223
Student credit hours generated by the program	323
FTE Enrollment of the program	21.53
Revenue Generated	19,313.50
Year 1988-89	
Number of students enrolled in the program	299
Student credit hours generated by the program	467
FTE Enrollment of the program	31.13
Revenue Generated	26,750

[[✓ S] NI U] C. Provide program enrollment projections for the next three years and explain them.

CRITERION 10 Cost

[[✓ S] NI U] A. Establish the proper figure for each of the following categories of program cost for each of the last three years.

Year 1986-87	
Salaries	32,790
Fringe Benefits	3,720
Equipment purchases	510
Equipment maintenance and repair	239
Supplies	3,305
Travel	235
Total Cost	40,799
Year 1987-88	
Salaries	41,849
Fringe Benefits	4,950
Equipment purchases	310
Equipment maintenance and repair	424
Supplies	2,435
Travel	436
Total Cost	50,404
Year 1988-89	
Salaries	60,417
Fringe Benefits	6,660
Equipment purchases	50
Equipment maintenance and repair	441
Supplies	2,646
Travel	892
Total Cost	71,106

CRITERION 11 Marketing Analysis

[[✓ S] NI U] A. Identify the target market for this program as it currently operates.

[[✓ S] NI U] B. Document the advertising/marketing efforts associated with the program as it currently stands.

[S [✓ NI] U] C. Evaluate the effectiveness of the advertising/marketing efforts associated with the program as it currently stands.

[[✓ S] NI U] D. Recommend alterations in the advertising/marketing efforts associated with the program.

CRITERION 12 Internal Procedures Analysis

[S [✓ NI] U] A. Evaluate advising effectiveness as related to the program.

[S [✓ NI] U] B. Recommend alterations of the advising process as related to the program.

CRITERION 13 Transfer

[S [✓ NI] U] A. Document the percentage of program enrollees who transfer to comparable university programs.

[S [✓ NI] U] B. Evaluate the effectiveness of the program in meeting the needs of transfer enrollees, through follow-up surveys or other similar means.

[S [✓ NI] U] C. Document the extent of program articulation with universities by providing evidence indicating that the courses in the program are transferable to each of the state universities and by providing evidence indicating that the courses in the program satisfy both program and course requirements for comparable programs at the state universities.

CRITERION 14 Placement and Demographics

[S [✓ NI] U] A. Document the number and percentage of program enrollees for the last three years who fall into the following categories.

Year 1986-87

Number	% of Total	
		Adults returning to school
		Recent high school graduates
		Residents of the service area
		Employed while attending
		Unemployed while attending
		Residing off campus
		Residing on campus
NA	NA	Majors
		Non-Majors

Year 1987-88

Number	% of Total	
		Adults returning to school
		Recent high school graduates
		Residents of the service area
		Employed while attending
		Unemployed while attending
		Residing off campus
		Residing on campus
48	21.5	Majors
175	78.5	Non-Majors

Year 1988-89

Number	% of Total	
		Adults returning to school
		Recent high school graduates
		Residents of the service area
		Employed while attending
		Unemployed while attending
		Residing off campus
		Residing on campus
57	19.1	Majors
242	80.9	Non-Majors

CRITERION 15 Survey of Previous Program Enrollees

[S [✓ NI] U] A. Survey former students and document their evaluation of the effectiveness of the program and their perception of its strengths and weaknesses.

CRITERION 16 Admissions Requirements

[[✓ S] NI U] A. List any requirements which limit or restrict admission to the program in some fashion, and justify such restrictions.

CRITERION 17 Outside Accreditation

[[✓ S] NI U] A. List all outside accrediting, licensing or certifying agencies or organizations which approve, review, and/or have in-put in the conduct or standards of the program, and explain the relationship of the program to any such agency listed.

CRITERION 18 Affirmative Action/Sex Equity

[[✓ S] NI U] A. Explain how this program effects the institution's commitment to affirmative action and sex equity.

INTRODUCTION

This document is in response to a request by the Dean of Instruction to review the music department. The model for the review was provided by the Dean: "NON-VOCATIONAL PROGRAM REVIEW GUIDE." The review is intended to provide insights into the department as an integral part of the comprehensiveness of the institution revealing its strengths and determining future departmental needs. Although this document does not directly address the need for the program, as requested in the program review, it does consider its strengths and weaknesses and can be an important first step in providing a study that addresses need, strengths and weakness. This can be done after a series of statistical studies have been completed.

During the review it became evident that a number of surveys and studies are needed. Should the administration desire to move to the next logical step, which will involve survey and analysis, it will be necessary to have clerical staff assistance, appropriate survey instruments and funds with which to conduct the survey, compile the data and document the findings. In addition, much data would be needed from the business office, registrar, admissions director and other professional organizations. The department is willing to embark on a more thorough review, particularly in the area of curriculum, need, and market analysis if it would be of benefit to the institution and music department. Continued departmental review will require administrative assistance.

The report is organized around the format of the review guide. Specific recommendations have been taken for the review narrative and are placed in the "Recommendations" section. It would be encouraging to the department to have these recommendations considered.

The department has willingly put in over fifty man-hours to provide this review. It is the hope of the music department staff that this effort will be as beneficial to the institution as it has been to the department. The music department faculty is prepared to answer any questions regarding the material in this report.

ICC Department of Music:

Ray Rothgeb
Dan Frizane
Regina Hille

CRITERION 1

Institutional Mission and Goals

A. Establish that the program is consonant with the philosophy of the college.

A part of the comprehensiveness of this institution is to serve the transfer student while providing for the cultural needs of the community. The ICC music department meets that need and is an outlet for personal expression through its curriculum. The department maintains a curriculum that meets both music and non-music degree requirements at Kansas and other four-year colleges and universities.

Training in music leads to creative personal expression and stresses the personal aspect of human development. Through such experiences, cultural needs are met thus contributing to a better quality of life for both the individual and the community. Due to the nature of music instruction, including a one-on-one teacher-student relationship, maximum personal expression is achieved. The department provides the first two years of training that leads to a career in music education. In addition, many of the courses meet the requirements for humanities credit for other degree programs. The faculty of trained, experienced personnel is qualified to provide excellence in music education at a cost to students competitive with similar programs at other schools of higher education.

B. Establish that the program is consonant with the goals of the college.

The quality of the program has been improved by the hiring of a full time vocal instructor and by creating a new vocal performing group as planned in the "Strategic Planning Document and Budget Planning Document," February, 1988. Further, the quality of the program has been enhanced with the hiring of an instrumental instructor with an earned doctorate. The credibility of the program has been maintained through the continued employment of the finest keyboard instructor in the area, who is currently working on a Masters in Music degree.

Realizing that the outreach program is essential to the growth of the institution the department feels that it should become more involved in identifying and working with adjunct faculty to provide additional general music offerings off campus. The faculty realizes the need to maintain consistent course content for classes both on and off campus, as well as with other music departments of Kansas Regent's Schools. The music faculty constantly reviews its curriculum with the music departments of the regent's institutions.

To help develop new programs in occupational education the department sees potential for specialized training in piano tuning, instrument repair and music industry and business related occupations. Additional study into staffing, costs, and feasibility would be necessary before scheduling such training opportunities.

Mission purpose number six of the "Strategic Planning Document and Budget Planning Document," February, 1988 states: "To provide aesthetic, cultural, social, and recreational experiences that will enhance the quality of campus and community life." Although the document does not address the activities that fulfill this mission purpose, the music department is providing those aesthetic, cultural, and social experiences which effectively contribute to a recognizable quality of life both on campus and in the community. This has been evident most recently, with the spring musical which had participants from the campus and community. Most of the orchestra for this event were community persons from Independence and surrounding Southeast Kansas communities. All instrumental and choral concerts are open to area patrons thereby providing aesthetic and cultural experiences to the entire region.

CRITERION 2

Advisory Council Involvement

A. - C. List names, addresses, etc. of advisory council and provide minutes and documentation of advisory council recommendations.

The music department has never had a group, outside the administration, organized to provide recommendations for improving the program to address program deficiency or to assist in identifying and promoting the strengths of the program. The department is cognizant of groups in other disciplines and feels that it would be advantages to form an advisory group.

This could be done in the Spring-90 school term. The advisory council could meet on a periodic basis to review music department activities and act as a liaison to the community-at-large. It could become a policy advisory committee providing valuable input for the department.

CRITERION 3

Labor Market Data

A. Cite labor market projections and/or data relating to employability for the major(s) within this program.

According to Ray Linder, Music Specialist of the Kansas Department of Education (Appendix A), the number of graduates in music education has steadily declined from 1977, until 1985. Verbally, Mr. Linder stated that there were only 70 music education graduates from four-year Kansas regent's schools last year. However, in roughly the same period, the number of full-time music teaching positions in Kansas public schools has increased from 1600 in 1980, to over 2300 in 1988 (Appendix B). Mr. Linder is not sure who has come to fill these positions. He surmises that many music teachers have come from out of state. While it may be commendable for Kansas to provide jobs for out-of-state teachers, it is more appropriate that Kansas colleges increase the enrollment of music education students to fill this need from within the state. The music department is positioning itself to help reverse this trend and assist four-year colleges in providing Kansas-trained music teachers for Kansas public schools. Contact with the Music Educators National Conference office in Washington, D.C., has confirmed the continuing need for music educators in our public schools nation-wide.

CRITERION 4

Comprehensive Needs Assessment

A. Develop and administer a needs assessment survey which documents the need for the program at the local, regional and state level.

Due to the timing of the program review, a comprehensive needs assessment has not been done. It would take additional time and resources to provide an assessment that would be more that a philosophical justification of the program. Volumes of works already exits justifying the need for the arts and music in the curriculum in public and higher education.

The department would recommend that time be spent with the Dean of Instruction to develop a survey instrument and methodology that would document the need of the program from both a philosophical and practical perspective at the local, regional and state level. Perhaps a newly formed advisory council could help with this endeavor.

B. Establish evidence of student interest in the program.

The fact that enrollment has increased in practically all music classes, in itself, would indicate student interest (Appendix B). Participation at music functions has been high despite the increased number of events during both semesters (Appendix I). The community orchestra has increased from a string ensemble to an orchestra of 35 dedicated college and community individuals. The college musical had over 80 students, community people, faculty and staff involved in the production. A record attendance was recorded for this event.

To properly document the reasons for increased enrollment and interest in the program would necessitate a formal survey. This could be done in association with a survey of former students that evaluates the effectiveness of the program as well as determines program need and areas of interest to potential students.

C. Establish that the program and the courses within the program are not excessively duplicative of those offered by other community colleges in the state.

For a community college to effectively be a comprehensive institution of higher education it must maintain a balanced curriculum that meets the cultural and aesthetic needs of the community as well as provides a transfer program for students seeking a baccalaureate degree. To this end the music courses at ICC are designed. Just as the institution would duplicate English, Science and other courses that contribute to the academic needs of its students so must courses that contribute to the cultural and aesthetic needs be duplicated among community colleges in the state. The department is excessively duplicative only when the institution is excessively duplicative of other community colleges.

The department believes that its mission and goals are consonant with the institution's and is willing to examine, with administrative assistance, its curriculum and effectiveness.

CRITERION 5

LEA Needs Assessment

A. Survey and document interest in and potential enrollment in the program at service area high schools.

A survey has not been done in association with this review. However, in frequent visits to service area high schools ICC Music Department instructors have observed a definite interest from school administrators and students. This has been shown by the receptive attitude towards ICC musical ensembles performing in these schools and by the large number of students who visit the college.

The department feels that a survey could be useful in determining interest in existing or new course offerings in the service area high schools. Perhaps a formal survey administered through the director of the college out-reach program could provide incite into potential classes.

B. Document support for and/or perception of need for the program by administrators of LEA's in the service area.

Support and/or perception of need for the program has never been documented. Again, it would appear to be advantageous to formally assess the support and perceptions of the area high schools. The response to this type of survey could vary depending upon marketing strategy, timing and program implementation. It would appear to be most productive to assess the needs in the area, followed by a support/ perceptions survey.

CRITERION 6

Curriculum Analysis

A. Document the courses in the program as it currently stands.

The current list of courses may be found in the most recent college catalog with the exception of Sight Singing & Ear Training I, II, III & IV (Appendix C). Course equivalency, for the institutions to which most of the ICC students transfer, may be found in Appendix C.

B. Evaluate the content of the courses in the program in terms of scope, currency, and applicability to Regent's transfer programs.

All departmental courses transfer to various regents institutions (Appendix E). Band and Chorale are classes that form the performance core of the department. Each of these classes transfer to Kansas Regent's schools as a performance equivalent or music elective. These courses are also a source of cultural enrichment for the community.

Class Instruments, Music History & Literature, Comprehensive Musicianship, Sight Singing & Ear Training, Applied Music (Instrument, Piano & Voice) are the basic music major/minor courses. Generally these courses transfer as music major courses. Because comprehensive muscianship includes theory, aural skills and keyboard skills, each of the regents schools sequence the courses differently. Some include the aural and keyboard skills while others do not. The first two years of a college music major's curriculum is met by the music department.

ICC's Music Program, over the past several years, has not clearly defined the scope and currency of these courses as they relate to the regent's institutions. This is an area that the music department would like to explore by communicating with the heads of the regent's institution's music departments. It would be helpful to have released time to visit the campuses of these institutions and the funds to travel to perspective campuses to formally review offerings and determine what could be done to insure a smooth transition to the regent's institution.

Community Orchestra, Music Pedagogy and contemporary Ensemble (TRENDS) are generally classes that are transferable as electives. Music pedagogy is a specialized class designed for the serious music student who would like to have practical music teaching experience.

C. through F.

The music department would like to participate in an evaluation of the textual materials, objectives and competencies, sequence, and currency of the courses within the department. This process has been started this past year. Contact has been made with the PSU Music Department and the WSU Department of Music. Again, this is an area that should be considered as a part of the long-term study. This could be done in association with the Dean of Instruction and the regent's institutions.

G. Recommend course alterations, additions, and/or deletions.

Although some courses are being considered for alteration and deletion at this time the Department feels that additional research is necessary before action is taken. It would be most beneficial to the institution to consider formal evaluation of the courses listed and develop an instrument and methodology to accomplish this.

H. Ascertain that a current course syllabus is on file in the office of the Dean of Instruction for each course in the program.

The institution just completed a North Central Evaluation requiring syllabi to be current and on file in the Dean of Instruction office.

I. Ascertain that each syllabus for each course contains appropriate material.

An institutional outline for syllabi structure and content was used for all syllabi. Should a more comprehensive review of course scope, currency and applicability be undertaken, syllabi could be further reviewed at that time.

CRITERION 7

Instructional Analysis

A. Document the credentials and qualifications of the instructors in the program.

The music department staff is comprised of professionals with a wide range of musical experiences and expertise. Full and part time faculty have degrees ranging from a Bachelors of Music to a Doctor of Musical Arts. The part time faculty member is in the process of completing a Masters in Music. Once this is done, the full and part-time faculty degrees will be a minimum of a masters.

The adjunct faculty has been selected and recommended by the music faculty based on their level of performance on a given instrument. Resumes were submitted to the dean from the music department for consideration as adjunct faculty members. Recommendations for adjunct faculty are made based on need and for classes other than those taught by full or part-time faculty.

It is anticipated that additional adjunct faculty may be used to teach specific instruments and dance. By adding other areas of expertise, the department is expanding its ability to serve a broader range of music student and maintain a high quality of music education.

Resumes of all faculty members are included in Appendix D.

B. - D. Evaluation of teaching effectiveness, method of instruction and method used to determine effectiveness.

The only evaluation during the period of this review was that completed by the Dean of Instruction. As it is a part of the personnel file, that information is not included. A self-evaluation instrument and methodology could be useful to the department.

CRITERION 8

Facilities, Equipment and Materials Analysis

A. Evaluate the facilities applicable to the program, as they relate to program objectives and competencies.

The music department is housed in a segregated area of the Fine Arts Building. This is adequate for the overall layout of the division and provides limited sound insulation to other parts of the building. The complex consists of three offices, four practice rooms, one seminar room, one rehearsal hall and a music storage room that has been converted into a piano lab/work room.

The Rehearsal Hall is adequate for large group rehearsals and classes. Band, choir, orchestra and contemporary ensemble all rehearse in this room. Concerts are presented in the Inge Theatre. Music appreciation, comprehensive musicianship, music in the elementary school and music history and literature also meet in the Rehearsal Hall and accommodates them effectively.

Private instruction on piano, instruments and voice is given in the instructor's office or in Seminar E. Seminar E also provides class space for smaller classes whose subject matter is more narrowly focused.

Four practice rooms are provided for student use. These rooms are utilized throughout the year. Heaviest use occurs just prior to studio recitals. Unfortunately, one of these rooms is being used for uniform storage. Ideally, two rooms could be used by pianists or vocalists, and the other two for instrumentalists. Sound insulation between rooms are less than desirable.

The music storage room is used for the piano lab. This area is used for class piano instruction, Sight Singing and Ear Training and some theory. The peripheral of this room is used for music library and departmental work area.

B. Evaluate the equipment applicable to the program, as it relates to program objectives and competencies.

Band instruments provide students with "hands on " learning experiences in methods classes, and enables instrumentalists, who do not own an instrument, to perform in band. This includes the needed large instruments and percussion instruments, less likely to be privately owned, but necessary for a complete band.

Sound equipment includes electronic keyboards, microphones and amplifiers that provide some ensembles with the necessary tools for performance. Piano Lab is an excellent tool for teaching sight singing and developing keyboard skills. The visualizer allows the students to see something that is often quite abstract. By providing a keyboard for every student, the teacher enables every student to work at his maximum potential.

The Gulbransen upright in one of the practice rooms was old when it was was donated to ICC several years ago and is not worth repairing. The present Baldwin grand, which is small and older, has been reconditioned, but is not satisfactory for recitals and concerts.

The sound cabinet in the Music Hall is capable of playing records, cassettes and reel-to-reel tapes. This is extremely important to music appreciation and music history and literature.

The music department has a VCR and television which is used for opera appreciation and music history and literature. This equipment is valuable in presenting current educational tapes and is used to review and analyze performances.

C. Evaluate the materials applicable to the program (including library/media center holdings and acquisitions) as they relate to the program objectives and competencies.

The music library has a reasonable quantity of vocal and instrumental music titles. These titles reflect a variety of styles needed for a broad cultural performance experience. With the addition of a few titles each year the library can remain current.

The institutional library has sufficient books for the needs of the music department. A complete set of music reference books are available as are books on specialized areas. The library has been sensitive to requests from the department. The media center has acquired materials requested by the department and is well equipped to meet departmental needs.

Posters and programs (Appendix J) are an integral part of all public performances of the department. Posters announce public concerts and special events. Programs are a standard item for a concert. The quality of programs and posters has improved over the past year.

D. Establish facilities, equipment and materials needs, both short and long term, in the context of program objectives and competencies.

There is a serious need for storage in the music department. This problem may become more complex as enrollment increases. Choir and band uniforms are stored in one of the four practice rooms. Music is stored in cabinets that are inaccessible when the piano lab is in use. Storage shelving is needed for choral music to provide accessibility to choral titles.

A 45 inch studio piano will be needed to replace the Gulbransen upright in the practice room soon. A 6'3" or 7' grand piano is needed for recitals and concerts.

It would be desirable to have a CD built into the sound cabinet in the Music Hall. This would allow better classroom management of the media and would provide a more durable recording media. The quality of the sound would more nearly approximate live musical performances.

The practice rooms could be made available to students after hours. This would provide students who do not own pianos and opportunity to practice.

It will be necessary to increase the number of copies of choral music titles as the size of the choir increases. This should be done as the titles are used rather than buying large quantities of all titles.

CRITERION 9

Enrollment

A. Document the enrollment for each course of the program each year for the last three years.

Enrollment for each course may be found in Appendix E.

B. Establish the proper figure for each of the following categories of program enrollment for each of the last three years.

A program enrollment analysis is provided in Appendix E. The department has experienced an increase in excess of 50% in FTE and student credit hours over the past year with a 46% average for the past two years. From 1987 to 1989, student credit hours have increase over 110%. The head count in this same period has increased at an average rate of 35% with an 82% increase from 1987 to 1989.

C. Provide program enrollment projections for the next three years and explain them.

A program enrollment projection is included in Appendix F. The department would project a 20% increase in FTE, head count and student credit hours. If this occurs, it would represent an increase in FTE and student credit hours of 87% and an increase in head count of 58%.

CRITERION 10

Cost

A. Establish the proper figure for each of the following categories of program cost for each of the last 3 years.

The following information is from 1988 and 1990 budget worksheets. The FY 1990 actual was not available at the time of this review.

	1987	1988	1989
Salaries	33,655	40,464	*n/a
Fringe Benefits	n/a	n/a	n/a
Equipment purchases	450	48	n/a
Equipment maint/repair	495	306	n/a
Supplies	3,475	2,117	n/a
Travel	360	892	n/a
TOTAL	38,435	43,827	n/a

* not available

Income is not addressed in this report. It would be advisable to consider income activity in future studies. These would include:

Income to performing groups.
Income from the musical (Appendix G).
Income from food services for music-department sponsored events. (Appendix G, example).
Income from special fees.

CRITERION 11

Marketing Analysis

A. Identify the target market for this program as it currently operates.

The primary target market for the music department is Independence and the immediate area. It is from this area that the largest concentration of students come. The secondary target market includes Elk, Chautauqua, Wilson and Montgomery counties in Kansas. A tertiary target market would be those points beyond the secondary market area. This would be comprised of students that are attracted to the college from other cities in Kansas and other states. The department seeks to draw primarily from high school graduates in the primary and secondary market areas. Both the student seeking formal college training, and adults who wish to take an active part in music ensembles and general music classes are potential students. The program appeals to students with an interest in majoring in music because of course offerings that are consistent with music programs at regents' institutions. Some classes are designed and scheduled to appeal to the part-time adult members of the primary target market.

B. Document the advertising/marketing efforts associated with the program as it currently stands.

The music department and recruiting personnel of the college have promoted the program and classes through a number of letters and personal contacts with music directors and students in the primary and secondary target market areas. Letters are sent to student prospects (Appendix O) and press releases are sent to hometown newspapers about participation in musical events. The faculty regularly visits area high schools to work with students and promote the department. This past spring letters were sent to all high schools, churches, and private music teachers in the area promoting summer school classes. Complimentary tickets are distributed to prospective music students and their teachers for events such as the spring musical.

A spring tour provided the opportunity for the band and contemporary ensemble to visit area high schools presenting concerts and talking with prospective students. These tours proved to be quite successful in terms of exposure for the department and should be continued in the future.

The department has added two events next year that should bring several hundred students to visit the ICC campus. These events are a Choir and Orchestra Festival (Appendices K & L). Both festivals are be sanctioned by the Kansas High

School Activities Association and will be placed on high school calendars in the southeast Kansas area. Students will participate in an all-day event, presenting a public concert in the evening.

The public relations office has been very helpful in preparing press releases for concerts and in announcing the selection of members to specific groups. Press releases are sent to hometown newspapers for recognizing students that participate in special events or are selected to auditioned groups.

The high visibility of the faculty draws attention to the music department as a whole. This visibility provides immediate recognition in the community and in the area. The staff is involved in professional organizations on the regional, state and national levels. This involvement further brings recognition to the college as well as the department and exemplifies the faculty's dedication to its profession. At many of the regional and state events the primary performing groups are high school students. Participation in these events provide a positive professional environment in which the faculty is seen by potential students.

C. Evaluate the effectiveness of the advertising/marketing efforts associated with the program as it currently stands.

Since both the instrumental and vocal staff are relatively new to the college, it will take a year or two to evaluate the effectiveness of the advertising/marketing effort. Presently the only tool for evaluation is through observation of the increased enrollment in music classes and ensembles and increased community interest and participation in departmental activities (such as the community orchestra and musical attendance - Appendix M).

The department would be receptive to working with the public information officer and the recruiting office to document the effectiveness of these efforts. A formal survey of incoming freshman and returning students would be helpful in evaluating effectiveness. It would be necessary to develop an instrument and procedure, identifying responsibilities, that would be most efficient and accurate for the survey.

D. Recommend alterations in the advertising/marketing efforts associated with the program.

The department would recommend the continuation of the on-cite visitations by the music faculty and the tours to area schools with performing groups. In addition to the current level of correspondence, it would be helpful to have a professionally prepared and printed departmental brochure that focuses on the strengths and appealing aspects of the music department. Assistance with collecting correspondence and clipping articles for future marketing studies and to document departmental marketing activity would relieve the faculty from the clerical chores and allow them to focus on quality education, professional musical performance and recruiting activities.

CRITERION 12

Internal Procedures Analysis

A. Evaluate advising effectiveness as related to the program.

The department tries to personally advise all music majors and minors to insure proper tracking to four-year institutions. This has become more difficult in recent years because of on-site enrollment by recruiting staff. The department does not want to discourage on-site enrollment, but would suggest looking at a way to enroll majors with sensitivity to their transfer program and music major requirements.

B. Recommend alterations of the advising process as related to the program.

It would be helpful to both the department and the recruiting staff to prepare an enrollment guideline for music majors. This could be done in association with the music major course outlines from ESU, KU, KS, WSU and PSU. The guideline could be reproduced in the next college catalog as a Music Education Degree program guide.

CRITERION 13, 14 & 15

Transfer, Placement and Demographics and Survey of Previous Program Enrollees

There has been no formal documentation or survey in this area. The time and resources were not available at the time of this study.

The department would be receptive to working with the Dean of Instruction and Registrar to develop a survey and administer and document the results covering the above areas. It would be necessary to budget for the survey materials and postage. Clerical assistance would be helpful.

CRITERION 16

Admissions Requirements

A. List any requirements which limit or restrict admission to the program in some fashion, and justify such restrictions.

Generally the program is open to all persons with an interest in music or the fine arts. Many of the courses satisfy humanities requirements for various degree programs therefor appealing to all segments of society.

Performing groups are limited only by the talents of the individual. All performing groups require minimum performance ability. All auditions are open to all students.

The Contemporary Ensemble (TRENDS) requires an audition prior to selection. The audition is based on the singing, dancing and acting ability of the student.

Requirements for scholarship consideration are included in Appendix H. Students receiving full (16 hours) scholarships are to successfully demonstrate performance skills to the satisfaction of the music faculty. When a full scholarship is granted, it is reasonable and proper, to expect and have demonstrated a basic performance competency level. This does not affect a students acceptance into the program.

CRITERION 17

Outside Accreditation

A. List all outside accrediting, licensing or certifying agencies or organizations which approve, review, and/or have in-put in the conduct or standards of the program, and explain the relationship of the program to any such agency listed.

The music department is not accredited, licensed or certified through any outside organization at this time. There is a question that such accreditation or licensing is available or appropriate for a division of the college.

The faculty maintains active membership in local, state and national professional organizations. Although these organizations do not certify, approve, or review, they establish and promote professional standards. As a part of the total college program, the music department is subject to regular review by accrediting agencies and has been fully accredited as a part of the institutional accreditation.

CRITERION 18

Affirmative Action/Sex Equity

A. **Explain how this program effects the institution's commitment to affirmative action and sex equity.**

No individual is discriminated against on the basis of race, sex, national origin, religion, age or handicap. All classes and groups are open to all students who meet minimum course requirements or achieve minimum skill levels.

RECOMMENDATIONS

The following recommendations are taken from the narrative and are listed as a matter of convenience. In some cases steps or suggestions have been added that are not a part of narrative. The recommendations may be viewed as a part of a long range plan. It would be advisable to prioritize and determine the feasibility of each before action is taken. In addition to prioritizing the recommendations it would be advisable to establish a time frame and cost for each.

1. Become more involved in identifying and working with adjunct faculty to provide additional general music offerings off campus.

2. Form a music department advisory group. This could be done in the Spring-90 school term. Consider budgeting for additional materials and occasional meals for this group. Provide funds to purchase certificates or other types of tokens of recognition for participants. A suggested procedure for accomplishing this follows.

    a. Identify community leaders with an interest in music.
    b. Form an advisory council from interested leaders and music advocates.
    c. Determine the structure of the council.
    d. Establish goals and objectives of the council.
    e. Document and report council recommendations to the administration and the public.

3. Explore the potential courses providing specialized training in piano tuning, instrument repair and music industry and business related occupations. Consider:

    a. staffing
    b. costs
    c. feasibility
    d. scheduling

4. In collaboration with the Dean of Instruction, develop a survey instrument and methodology that would document the need for the program from both a philosophical and practical perspective at the local, regional and state level.

5. Conduct a formal survey that would properly document the reasons for increased enrollment and interest in the program. Survey former students evaluating the effectiveness of the program and determine program need and areas of interest to potential students. Administer the survey through the director of the college out-reach program.

6. Survey administrators in the LEA's and determine support for, and perceptions of, the program.

7. Examine the scope and currency of music department courses as they relate to the regent's institutions.

    a. Communicate with the heads of the regent's institution's music departments.
    b. Take released time to visit the campuses of regent's institutions.
    c. Have funds to travel to perspective campuses.
    d. Establish a form to formally review offerings and determine what could be done to insure a smooth transition to the regent's institution.

8. Develop an instrument and methodology to conduct formal evaluations of current courses. Evaluate the textual materials, objectives and competencies, sequence, and currency of the courses within the department. Considered a long-term study to be done in association with the Dean of Instruction and the regent's institutions.

9. Identify additional adjunct faculty to teach specific instruments and dance.

10. Develop a self-evaluation instrument and methodology to evaluate methods of instruction.

    a. Develop an evaluation tool and procedure.
    b. Identify or establish program objectives.
    c. Evaluate effectiveness in achieving objectives.
    d. Document activity.

11. Establish a storage area for choir and band uniforms and equipment where access is not disruptive to classes. Build accessible storage shelving for choral music.

12. Develop a plan to purchase a 45 inch studio piano, to replace the Gulbransen upright, and a 6'3" or 7' grand piano for recitals and concerts.

13. Build a CD into the sound cabinet in the Music Hall.

14. Extend the hours the practice rooms are available.

15. Increase the number of copies of choral music titles as the size of the choir increases.

16. Conduct a formal survey of incoming freshman and returning students to evaluate the effectiveness of the department. Develop an instrument and procedure, identifying responsibilities, that would be most efficient and accurate for the survey.

17. Continue on-cite visitations, by the music faculty, and tours to area schools.

18. Print a professionally prepared departmental brochure that focuses on the strengths and appealing aspects of the music department.

19. Obtain assistance in collecting correspondence and clipping articles for future marketing studies and to document departmental marketing activity.

20. Prepare an enrollment guideline for music majors. Coordinate the guideline with the music major course outlines from ESU, KU, KS, WSU and PSU. Reproduce the guideline in the next college catalog as a Music Education Degree program guide.

APPENDIX A

Concerns for Arts Education in Kansas, Ray Linder

Graph - Music Teachers In Kansas

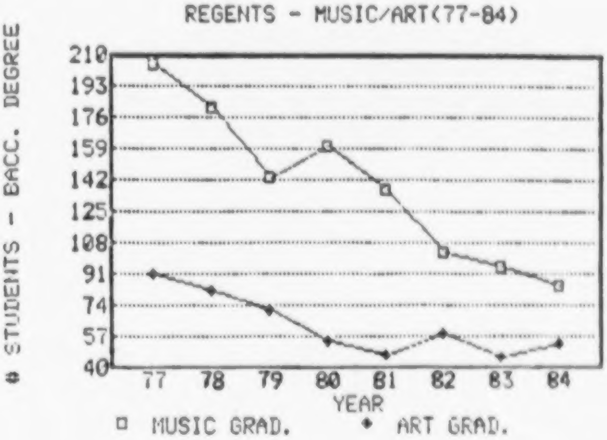
Concerns for Arts Education in Kansas

Ray Linder
Music/Art Specialist

Most concerned educators are confident of the essential place of the arts in the total curriculum and the role of the arts in the life of every member of today's society. But along with this confidence, there are some serious concerns.

One concern deals with the declining enrollments of university teacher education students. If not corrected, this decline in the number of teacher candidates will be devastating to arts programs in Kansas. From 1977 to 1984 there was a 58.7% drop in music teacher graduates. For the same period a 41.3% drop was recorded in art teacher graduates. Following is a chart of music and art education students graduating from Kansas Regents Universities over those eight years.

	MUSIC GRAD.	ART GRAD.
77	206	92
78	182	83
79	144	72
80	161	55
81	138	47
82	104	59
83	96	46
84	85	54

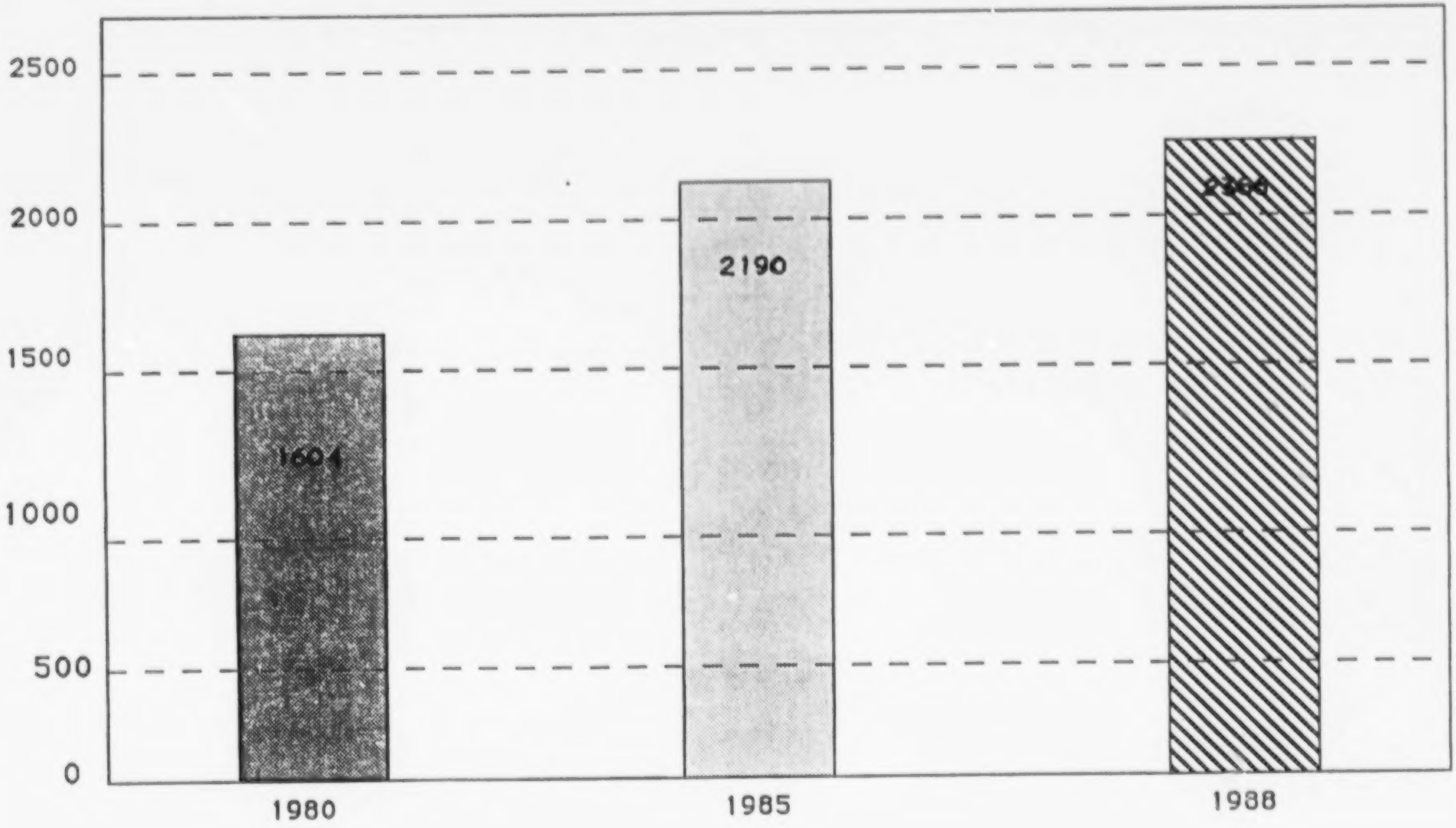


1980 - 1604

1985 - 2190

1988 - 2386

MUSIC TEACHERS IN KANSAS



APPENDIX B

Music Department Overview- 11/3/89

ICC Music Department: Enrollment of Selected Classes

MUSIC DEPARTMENT OVERVIEW
11/3/88

The attached chart is provided as a means of comparing current Music Department enrollment to a previous three-year period. The period chosen is from the fall semester of 1984 through and including the spring semester of 1987. The 1987/88 academic year is omitted because of the transitory nature of the year, transitory in that the instrumental teacher was here for only that year, the vocal position had just been reinstated with a temporary faculty member, and the full-time vocal faculty member did not assume full responsiblity until the spring semester.

The classes selected are the primary course offerings in the music department. Courses and seminars that are offered on occasion are not included on this report. These would be independent study courses, conducting, theatre workshop and the Halsey Seminar. It should be noted that the enrollment for Orchestra is based on projected spring 89 participation.

Upon examination of the chart one will note that the total enrollment for the selected classes has increased from a three year average of 66.9 to 127 students. This represents an 89.9% increase. The "Difference" column reveals the significant differences on a class basis.

One would expect an initial decrease in student-to-faculty ratio upon adding a full time faculty member. Note that the student-to-faculty ratio for fall '88 for the selected classes is 48.8 as compared to an average of 41.8 over the three-year period. This represents a 16.9% increase.

In addition to the increase in total enrollment and student-to-teacher ratio, a number of new activities have been added to the Fine Arts Calandar (see attached). The Music Department is grateful to the trustees, administration, faculty and staff for contributing to this initial growth. We are eager to see what the 1989/90 academic year will bring.

The music department anticipates growth for the future. Among the goals for the near future are: a collegial appearance of performing groups, examination and evaluation of music curriculum, incorporation of high-tech media into the curriculm and increasing music department enrollment.

BEST COPY AVAILABLE

ICC MUSIC DEPARTMENT
ENROLLMENT OF SELECTED CLASSES

	Enroll.	------- Past Three Yrs.-------				-Difference-	
	Fall'88	86/87	85/86	84/85	Average	+/-	%
Chorale	22	11.5	5.5	8.0	8.3	13.7	164.0
Band	13	13.5	7.5	7.5	9.5	3.5	36.8
Orchestra	10	1	5	10	5.3	4.7	87.5
Contemporary Ens.	12	8.0	10.5	6.5	8.3	3.7	44.0
Music Apprec.	10	5.0	4.3	6.3	5.2	4.8	92.3
Music Hist.	2	0.0	5.0	6.0	3.7	-1.7	-45.5
Comp. Music	5	5.0	3.5	5.0	4.5	0.5	11.1
Applied Music	33	14.0	8.5	10.0	10.8	22.2	204.6
Opera Apprec.	5	3.0	2.0	0.0	1.7	3.3	200.0
Class Inst.	5	2.0	0.0	4.0	2.0	3.0	150.0
Class Piano	10	10.5	9.5	2.5	7.5	2.5	33.3
TOTALS	127	73.5	61.3	65.8	66.9	60.1	89.9
Faculty Members	2.6	1.6	1.6	1.6	1.6	1.0	62.5
Students/Faculty	48.8	45.9	38.3	41.1	41.8	7.1	16.9

Not included: Independent studies, seminars, theatre workshop and contact hours. This chart is not intended to be used as a measure of load, but rather to compare selected music department classes for Fall '88 to the three-year period from Fall '84 through Spring '87. The '87/'88 year was purposely omitted as a year of transition.

APPENDIX C

ICC Music Education Course Descriptions

Transfer Equivalency

MAT 2033 Analytic Geometry & Calculus III 3 hrs.

Prerequisite: A minimum grade of "C" in Analytic Geometry and Calculus I & II (MAT 1055, 2025).

This course is a study of multiple integrals, infinite series and their applicaiton, partial derivatives, solid analytic geometry and the theory of limits, derivatives, and integration.

MAT 2043 Differential Equations 3 hrs.

Prerequisite: A minimum grade of "C" in Analytic Geometry and Calculus I, II & III (MAT 1055, 2025 & 2033).

This course covers the origin, general solutions and applications of various forms of differential equations, and includes equations of the first order and high degree, various linear differential equations.

MID-MANAGEMENT

MDM 1003 Retailing 3 hrs.

Prerequisite: None

Introduction to retailing management including consumer and buying behavioral attributes, the retail business plan, market opportunities, establishing a retail store, merchandise management, retail sales promotion, retail personnel and financial planning control.

MDM 1013 Salesmanship 3 hrs.

Prerequisite: None

Covers fundamentals of salesmanship, including the salesman and his preparation, the process of a sale and its inception, relationship of advertising to selling and typical problems that the modern salesman may encounter.

MDM 1023 Principles of Marketing 3 hrs.

Prerequisite: None

Problems of transferring and moving goods from producer to consumer. Areas are: buying, selling, storing, transporting, standardizing, financing, risk bearing, supplying market information and developing media used in national advertising. Intensive study made of free enterprise and the government's contribution, retailing and international marketing. Consumers' desires are held in sharp focus, with an emphasis on demographic factors.

MDM 1033 Human Relations in Business 3 hrs.

Prerequisite: None

Study of business situations in which actual job relation problems are presented. Analysis made of methods of making use of individual ability of each worker, finding job satisfaction, handling annoyances and grievances and motivation of the worker.

MDM 1043, 1053, 2033, 2043 Mid-Management Internship & Seminar I, II, III, IV 3 hrs.

Prerequisite: None

Open only to students in the Mid-Management program. Provides actual work experience in retail, wholesale, or service business fields as a paid employee. The student, the employer and the program coordinator develop an individual program for each student. Evaluation of student is by both employer and program coordinator. Enrollees must maintain a C average in all college work, attend weekly seminar sessions and be a member of DECA. The course may be taken under the appropriate course code, each semester of the Mid-Management program.

MDM 1093 Display 3 hrs.

Prerequisite: None

Visual merchandising of ideas and projects as an art form.

MDM 1123

Introduction to Fashion Merchandising 3 hrs.

Prerequisite: None

Initiates students in the basic skills and knowledges required in careers in fashion merchandising. An overview of the processes involved in the marketing of fashion goods.

MDM 1113 Industrial Safety 3 hrs.

Prerequisite: None

Study of the Occupational Safety and Health Act (OSHA), its standards and the supervisor's role in industrial safety.

MDM 2002 Small Business Management 2 hrs.

Prerequisite: Sophomore standing or consent of instructor.

Appraisal of the general field of small business, hazards, advantages and disadvantages, financing, selection of location, store layout, interior decoration and analysis of individual qualifications necessary for small business management.

MDM 2013 Business Law 3 hrs.

Prerequisite: None

Covers major fields of business law, law of contracts in general, law of sales, law of instruments, agency, bailments, partnerships, corporations, torts and real property.

MUSIC EDUCATION

MUE 1001 Band I 1 hr.

Prerequisite: High School Band or equivalent.

Players prepare and perform standard concert band, pep band and stage band music. Activities include a pep band at all home football and basketball games, concert and stage band appearances at school and area functions, and a tour of area high schools in the spring. Some school-owned instruments are available upon request.

MUE 1011 Band II 1 hr.

Prerequisite: Band I (MUE 1001).

A continuation of Band I.

MUE 1021 Chorale I 1 hr.

Prerequisite: None

A vocal organization which serves transfer students as well as terminal students. Open to any student who enjoys singing or wants to expand his knowledge of choral literature. Literature from all periods of music history as well as various forms of vocal literature are performed each semester. Rehearsals culminate in at least one major public performance a semester.

MUE 1031 Chorale II 1 hr.

Prerequisite: Chorale I (MUE 1021).

A continuation of Chorale I.

MUE 1041 Community Orchestra I 1 hr.

Prerequisite: Strings: None.
Winds/Percussions: Audition/Permission.

Students may earn credit by participation in the community orchestra. This group (which will include many community/area adults) meets for 2-hour rehearsal most Mondays with performances as scheduled.

MUE 1042 Class Instruments (Brass) 2 hrs.

Prerequisite: None

Designed for brass classes in the basic techniques of playing and teaching trumpet, horn, trombone, tuba, etc. Offered alternately with woodwinds and strings.

MUE 1051 Community Orchestra II 1 hr.

Prerequisite Community Orchestra I (MUE 1041)

A continuation of Community Orchestra I.

MUE 1052 Class Instruments (Woodwinds) 2 hrs.

Prerequisite: None

Designed for the woodwind instruments in the basic techniques of playing and teaching the flute, clarinet, saxophone, oboe and bassoon. Offered alternately with brass and percussion.

MUE 1053 Comprehensive Musicianship I 3 hrs.

Prerequisite: None

Includes the properties of sound, the notation of pitch and rhythm, intervals, major and minor scale construction, the modes and triad structure. Surveys musical styles up to 1750.

MUE 1061 Applied Music I 1 hr.

Prerequisite: Consent of instructor.

Individual instruction in performance area of music.

MUE 1063 Comprehensive Musicianship II 3 hrs.

Prerequisite: Comprehensive Musicianship I (MUE 1053).

Continuation of Comprehensive Musicianship I. Includes the structure of tonality, the doubling, spacing and voice leading of triads in root position, first and second inversion, phrase structure and cadences, harmonic progression, the technique of harmonization and nonharmonic progression. Surveys musical styles from 1750 to today.

MUE 1071 Applied Music II 1 hr.

Prerequisite: Applied Music I (MUE 1061).

A continuation of Applied Music I.

MUE 1072 Class Instruments (Percussion) 2 hrs.

Prerequisite: None

Designed for the percussion instruments in the basic techniques of playing and teaching the snare drum, bass drum, timpani and mallet instruments. Emphasis will be on the snare drum and fundamental rudiments. Offered alternately with woodwind and brass.

MUE 1081 Applied Music Piano I 1 hr.

Prerequisite: None

Half hour private lesson each week. Covers fundamentals of piano technique, study and performing of appropriate piano music. Students majoring in music education should enroll in Applied Piano each semester for four semesters.

MUE 1082 Fundamentals of Conducting 2 hrs.

Prerequisite: Sophomore standing or by consent of instructor.

Detailed and technical instruction in the use of hand motions in the conducting of ensemble, chorale, band and orchestra from the basic hand motions needed in solving problems in practical conducting.

MUE 1091 Applied Music Piano II 1 hr.

Prerequisite: Applied Music Piano I (MUE 1081).

A continuation of Applied Music Piano I.

MUE 1101 Applied Music Instrument I **1 hr.**

Prerequisite: None

Private instruction in all brass, woodwind and percussion instruments. Recommended for students majoring in music.

MUE 1111 Applied Music Instrument II **1 hr.**

Prerequisite: Applied Music Instrument I (MUE 1101).

A continuation of Applied Music Instrument I.

MUE 1121 Applied Music Voice I **1 hr.**

Prerequisite: None

Private instruction in voice. Includes fundamentals of singing, diction studies, vocal technique and vocal literature. One lesson per week. Students working toward a Bachelors of Music degree must enroll in at least one hour of Applied Music (Voice, Instrument or Piano) per semester.

MUE 1131 Applied Music Voice II **1 hr.**

Prerequisite: Applied Music Voice I (MUE 1121).

A continuation of Applied Music Voice I.

MUE 1141 Contemporary Ensemble I **1 hr.**

Prerequisite: Audition and/or consent of instructor.

A select group of singers and their accompanists function as a show choir/swing choir. Members are expected to be available for a busy performance schedule including a tour of area high schools and several on-campus concerts.

MUE 1151 Contemporary Ensemble II **1 hr.**

Prerequisite: Contemporary Ensemble I (MUE 1141).

A continuation of Contemporary Ensemble I.

MUE 1161 Opera Appreciation I **1 hr.**

Prerequisite: None

An introduction to Opera Theatre. Students will attend the Tulsa Opera and participate in a workshop through the Tulsa Opera. Purchase of opera tickets is required. Especially recommended for music majors and theatre-drama majors, as well as any interested students.

MUE 1171 Opera Appreciation II **1 hr.**

Prerequisite: Opera Appreciation I (MUE 1161).

A continuation of Opera Appreciation I.

MUE 1123 History of the Broadway Musical **3 hrs.**

Prerequisite: None

Traces the history and development of the Broadway Musical Comedy from its infancy in 1900 through the present. Includes a study of the story and music of a wide variety of musicals, plus interesting background information on the composer, lyricist and librettist. Requires some research and considerable listening to recordings of musicals.

MUE 1231 Piano Accompaniment **1 hrs.**

Prerequisite: Piano proficiency and consent of instructor.

Practical experience in the methods and techniques of piano accompaniment. Students enrolled in this class will serve as accompanists to choral, instrumental groups or soloists. For one hours credit student must accompany two groups, or one group and two soloists, or three soloists.

MUE 1241 Class Piano I **1 hr.**

Prerequisite: None

Class approach to learning the basic techniques of piano playing. Focuses on beginning music theory and skills. Using basic chord progressions the student learns to play single accompaniments, to sight read and to transpose. Establishes the technique and musicianship necessary for the intelligent study and appreciation of more difficult piano compositions.

MUE 1251, 1252, 1253 Music Pedagogy I **1-3 hrs.**

Prerequisite: Sophomore music major by appointment.

Qualified students are assigned area students to observe and assist with their instrumental, vocal or keyboard instruction. Students prepare lesson plans and periodic reports in regard to their experiences. An individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours: 1251 -1 cr. hr., 1252 -2 cr. hrs., 1253 - 3 cr. hrs. Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in form of appointments with instructor, consultation with project personnel, class work and report and progress sessions.

MUE 1261, 1262, 1263 Music Pedagogy II **1-3 hrs.**

Prerequisite: Sophomore music major by appointment.

Qualified students are assigned area students to observe and assist with their instrumental, vocal or keyboard instruction. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours: 1261 -1 cr. hr., 1262 -2 cr. hrs., 1263 -3 cr. hrs. Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in form of appointments with instructor, consultation with project personnel, class work and report and progress sessions.

MUE 1271 Class Piano II **1 hr.**

Prerequisite: Class Piano I (MUE 1241).

A continuation of Class Piano I.

MUE 1303 Music Appreciation **3 hrs.**

Prerequisite: None

Designed to help the layman better understand and enjoy music through a study of the fundamentals of music and examination of music from various periods of musical history and countries around the world.

MUE 1313 Beginning Folk Guitar **3 hrs.**

Prerequisite: None
For beginners, intended for transfer.

Designed for the non-music majors and not as music credit. Covers the basic techniques of playing the guitar, the reading of music and maintenance of the instrument.

MUE 2001 Band III **1 hr.**

Prerequisite: Band II (MUE 1011).

A continuation of Band II.

MUE 2011 Band IV **1 hr.**

Prerequisite: Band III (MUE 2001).

A continuation of Band III.

MUE 2021 Chorale III **1 hr.**

Prerequisite: Chorale II (MUE 1031).
A continuation of Chorale II.

MUE 2023 Music History & Literature I **3 hrs.**

Prerequisite: None

Traces music from the early Greco-Roman civilization through the periods of the Romanesque, Eastern cultures, Gothic and finally through the early, middle and high Renaissance periods to the Baroque. Studies recordings and scores of each period.

MUE 2031 Chorale IV **1 hr.**

Prerequisite: Chorale III (MUE 2021).

A continuation of Chorale III.

MUE 2033 Music History & Literature II **3 hrs.**

Prerequisite: Music History & Literature I (MUE 2023).

A short review of the Renaissance, continuing through the Baroque-Rococo, Classical Romantic, Impressionist Contemporary periods. Recordings and scores of each period are studied.

MUE 2041 Community Orchestra III **1hr.**

Prerequisite: Community Orchestra II (MUE 1051).

A continuation of Community Orchestra II.

MUE 2051 Community Orchestra IV **1 hr.**

Prerequisite: Community Orchestra III (MUE 2041).

A continuation of Community Orchestra III.

MUE 2053 Comprehensive Musicianship III **3 hrs.**

Prerequisite: Comprehensive Musicianship II (MUE 1063).

A continuation of Comprehensive Musicianship II. Includes an introduction to seventh chords, altered nonharmonic tones, secondary dominants, modulation to closely related keys, borrowed chords and augmented sixth chords. Study of ear training and sight singing.

MUE 2061 Applied Music III **1 hr.**

Prerequisite: Applied Music II (MUE 1071).

A continuation of Applied Music II.

MUE 2063 Comprehensive Musicianship IV **3 hrs.**

Prerequisite: Comprehensive Musicianship III (MUE 2053).

A continuation of Comprehensive Musicianship III. Includes the Neopolitan sixth chord, altered dominants, the diminished seventh chord, chromatic third-relation harmony, modulation to foreign keys and ninth, eleventh and thirteenth chords. Study of sight singing and ear training.

MUE 2071 Applied Music IV **1 hr.**

Prerequisite: Applied Music III (MUE 2061).

A continuation of Applied Music III.

MUE 2081 Applied Music Piano III **1 hr.**

Prerequisite: Applied Music Piano II (MUE 1091).

A continuation of Applied Music Piano II.

MUE 2091 Applied Music Piano IV **1 hr.**

Prerequisite: Applied Music Piano III (MUE 2081).

A continuation of Applied Music Piano III.

MUE 2101 Applied Music Instrument III **1 hr.**

Prerequisite: Applied Music Instrument II (MUE 1111).

A continuation of Applied Music Instrument II.

MUE 2111 Applied Music Instrument IV **1 hr.**

Prerequisite: Applied Music Instrument III (MUE 2101).

A continuation of Applied Music Instrument III.

MUE 2121 Applied Music Voice III 1 hr.

Prerequisite: Applied Music Voice II (MUE 1131).

A continuation of Applied Music Voice II.

MUE 2131 Applied MusicVoice IV 1 hr.

Prerequisite: Applied Music Voice III (MUE 2121).

A continuation of Applied Music Voice III.

MUE 2141 Contemporary Ensemble III 1 hr.

Prerequisite: Contemporary Ensemble II (MUE 1151).

A continuation of Contemporary Ensemble II.

MUE 2151 Contemporary Ensemble IV 1 hr.

Prerequisite: Contemporary Ensemble III (MUE 2141).

A continuation of Contemporary Ensemble III.

MUE 2161 Opera Appreciation III 1 hr.

Prerequisite: Opera Appreciation II (MUE 1171).

A continuation of Opera Appreciation II.

MUE 2171 Opera Appreciation IV 1 hr.

Prerequisite: Opera Appreciation III (MUE 2161).

A continuation of Opera Appreciation III.

MUE 2181, 2182, 2183
Independent Study Music 1-3 hrs.

Prerequisite: Consent of instructor.

An individually structured course. Credit hours received determined by complexity of the area. 2181 -1 cr. hr., 2182 - 2 cr. hrs., 2183 -3 cr. hrs. Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in form of appointments with instructor, consultation with project personnel, class work and report and progress sessions.

PHYSICAL EDUCATION

PED 1001 Beginning Golf 1 hr.

Prerequisite: None

Teaches fundamental skills and techniques in golf. Includes instruction in the stance, grip and stroke and teaches rules and golf course etiquette.

PED 1011 Intermediate Golf 1 hr.

Prerequisite: Beginning Golf (PED 1001) or equivalent.

Designed to improve the play of the individual who knows the rules and etiquette and has had some playing experience.

PED 1021 Golf 1 hr.

Prerequisite: Beginning Golf (PED 1001) and/or Intermediate Golf (PED 1011) or equivalent.

Course is provided for enrollment for team members of inter-scholastic golf.

PED 1022 Wellness Concepts 2 hrs.

Prerequisite: None

Learn about different energy systems, principles of balance involved in total well being. Course will touch on exercise, diet, emotional balance, cholesterol and "super foods", secrets of enjoying exercise and the joys of fitness on the job.

PED 1051 Beginning Tennis 1 hr.

Prerequisite: None

An activity course for students with little skill in tennis. Includes the four fundamental strokes, play in singles and doubles and knowledge of the rules and court etiquette.

PED 1061 Intermediate Tennis 1 hr.

Prerequisite: Beginning Tennis (PED 1051) or equivalent.

Designed to improve the play of the individual who knows the rules and etiquette and has some playing experience.

PED 1071 Advanced Tennis 1 hr.

Prerequisite: Beginning Tennis (PED 1051) and/or Intermediate Tennis (PED 1061) or equivalent.

Designed for the player with fundamental soundness of strokes and/or for team members of inter-scholastic tennis.

PED 1101 Beginning Bowling & Volleyball 1 hr.

Prerequisite: None

A basic course for those who have not bowled or need instruction and practice on the basic bowling skills. Recreational volleyball stresses skills necessary for an appreciation and enjoyment of the sport. Bowling fee is $20.00 a semester.

PED 1111 Intermediate Bowling & Volleyball 1 hr.

Prerequisite: Beginning Bowling & Volleyball (PED 1101).

Designed for those who wish to develop the advanced bowling skills of spot bowling, hook ball, strike and spare positions. Teaches skills and techniques of recreational volleyball. Bowling fee is $20.00 a semester.

TRANSFER EQUIVALENCY

	ESU	KSU	KU	PSU	WSU
Band I	MU246	MUS115	BAND204	MUE156	MUSP211B
II	MU246	MUS116	BAND204	MUE156	MUSP211B
III	MU246	MUS117	BAND204	MUE156	MUSP211B
IV	MU246	T	BAND204	MUE156	MUSP211B
Chorale I	MU220	MUS111	CHMU212	MUE188	MUSP211F
II	MU220	MUS112	CHMU212	MUE188	MUSP211F
III	MU220	T	CHMU212	MUE188	MUSP211F
IV	MU220	MUS121	CHMU212	MUE188	MUSP212F
Com Orch. I-IV	MU230	MUS130	ORCH200	T	NT
Contemp. Ens.					
I & II	MU100T1	NT	T	T	MUSP211L
III & IV	MU200T1	NT	T	T	MUSP211F
Class Instr.					
Brass	MU342	T by Ex	T	MUE331	MUSE239
Wdwind	MU242	T by Ex	T	MUE237	MUSE237
Percu	MU342	T by Ex	T	MUE333	MUSE240
Comp. Music. I	MU11B	T by Ex	T by Ex	T	MUSC127Q
II	MU118	T by Ex	T by Ex	T	MUSC128
III	MU119	T by Ex	NL	T	MUSC227
IV	MU119	T by Ex	NL	T	MUSC228
S/S & E/T	NL	NL	NL	NL	NL
Applied Music	MU250-1	T by Ex	NL	APPMUE	MUSA231
Fund. Cond.	MU100T2	MUS417	MEMT246	MUE238	MUSP217
Opera Apprec.	MU100T2	MUS417	MEMT246	MUE238	MUSP217
Opera Apprec.	MU100T1	NT	T	T	NT
Hist. Brdwy Msc.	MU100T3	T	T	T	NT
Piano Accomp.	MU100T1-2	NT	T	MUE377	MUSP211J
Class Piano	MU131	T by Ex	T	MUE130	MUSA117P
Music Ped. I	MU100T1	MUS391	T	MUE241	NT
II	MU100T2-3	MUS492	T	T	NT
Music Apprec.	MU226	MUS250	T	MUE120	MUSC161
Beg. Folk Gtr	MU135	NT	NL	T	MUSA112J
Mus Hist/Lit I	MU228	T by Ex	MHST136	MUE121	MUSC113Q
II	MU229	T by Ex	NL	MUE121	MUSC113Q
Music Elem Sch	MU344	MUS405	T	MUE140	MUSE

T=Transferable NT=Not Transferable NL=Not listed Ex=Examination

APPENDIX D

Music Department Faculty Resumes

Full-time faculty: Dr. Daniel Frizane & Ray D. Rothgeb

Part-time faculty: Regina S. Hille

Adjunct faculty: Michael Havay & Paul Brockway

ORIGINAL

RESUMÉ

DANIEL EVANS FRIZANE

111 Holmes Avenue
Willowdale, Ontario
Canada, M2N 4M3
416-733-2958

Personal

Born: June 23, 1945 in Chicago, Illinois
Married: August 6, 1966; two children, ages 19 and 14
Citizenship: U.S.A. (Canadian permanent imigration visa)

Educational

Diploma in Sacred Music, piano emphasis
 Moody Bible Institute, Chicago, Illinois, 1966
Bachelor of Music Education degee, trombone emphasis
 Wheaton College, Wheaton, Illinois, 1968
Master of Music degree (and 18 additional hours of graduate study in music for professional growth)
 University of Nebraska, Lincoln, Nebraska, 1971
Doctor of Musical Arts degree, wind instrument conducting (included 4 doctoral recitals)
 Dissertation: Arthur Pryor, American Trombonist, Bandmaster, Composer
 University of Kansas, Lawrence, Kansas, 1984

Professional Teaching Experience

Deshler Public Schools, Deshler, Nebraska, 1968-1970
 Conducted band, marching band, chorus, and taught private/class lessons on all band instruments
Grace College of the Bible, Omaha, Nebraska, 1970-1979
 Conducted Concert Band (included annual 10 day tour) and various small ensembles
 Taught classes in music history, music theory, counterpoint, church music administration, instrumental methods, music appreciation, music fundamentals, class lessons in piano, private lessons in brass and piano
 Performed on trombone and euphonium in annual faculty recitals
 Arranged many hymn settings for band and small ensembles
Mid-America Nazarene College, Olathe, Kansas, 1979-1982
 similar responsibilities as at Grace College
Tarkio College, Tarkio, Missouri, 1984-1986
 similar responsibilities as at Grace College, also conducted Jazz Band and Community Orchestra, and stage orchestra for musical theatre and professional summer stock
Ontario Bible College, Willowdale, Ontario, 1986-1987
 similar responsibilities as at Grace College
Emmanuel Bible College, Kitchener, Ontario, part time, 1988
 Conducted wind ensemble

Additional Professional Music Experience

Minister of Music (involves directing the adult choir, directing congregational singing, planning and arranging special music)
- Norwood Park (Conservative) Baptist Church, Chicago, IL, 1964-1967
- Southwest Alliance Church, Oak Lawn, IL, 1967-1968
- Fairbury Nazarene Church, Fairbury, NE, 1969-1971
- Grace Bible Church (Independent), Omaha, NE, 1971-1979
- First Free Methodist Church, Lawrence, KS, 1979-1983
- Community Covenant Church, Shawnee Mission, KS, 1983-1984
- First Baptist Church (American), Shenandoah, IA, 1985-1986
- Banfield Memorial Church (Missionary), 1986-present

Performer as soloist and in ensembles in church and school on piano, tuba, and percussion

Principle trombone in Wheaton College Concert Band, one appearance with Omaha Symphony Orchestra, principle trombone of Olathe Civic Band, faculty recitals on trombone and euphonium performer/conductor at Mule Barn Theatre of Tarkio College

Arranger of some 60 sacred compositions for band

Member of Christian Instrumental Directors' Association
International Trombonists' Association
Tubists' Universal Brotherhood Association

Credentials (including confidential letters of reference) are on file at the Career Development Center, Wheaton College, Wheaton, IL 60187

References

Dr. Thomas Dow
Dean of Education
Emmanuel Bible College
100 Fergus Avenue
Kitchener, Ontario N2A 2H2

Dr. Terrance Tiessen
Academic Dean
Ontario Bible College
25 Ballyconnor Court
Willowdale, Ontario M2M 4B3

Dr. Leland Crapson
Academic Dean
Tarkio College
Tarkio, Missouri 64491

Dr. James Main
Chairman, Div. of Fine Arts (ret.)
Mid-America Nazarene College
P.O. Box 1776
Olathe, Kansas 66062

Dr. Alfred Rees
Pastor
Banfield Memorial Church
89 Centre Avenue
Willowdale, Ontario M2M 2L7

Prof. Thomas Stidham
Asst. Director of Bands
University of Kansas
Lawrence, Kansas 66045

Rev. Donald Tschetter
Academic Dean
Grace College of the Bible
1515 S. 10th Street
Omaha, Nebraska 68108

D. E. F. January 1988

Ray D. Rothgeb
2218 Samuel Place
Independence, KS 67301
Phone: (316) 331-0108

RESUMÉ

EDUCATION (Most recent first)

Post graduate courses and seminars: Time & Stress Management, Architecture of Small Commercial Districts, Manufacturing Resources Planning, Working With Volunteers, Long Range Planning, Real Estate Financing, Professional Fund Raising and Grant Writing.

Wichita State University, Wichita, KS, 1972: Master of Music Education with hours in theatre.

Vienna Symposium, Vienna, Austria, 1971: Studies in Viennese Neo-classics focusing on conducting techniques, vocal pedagogy and choral performance.

University of Hawaii, 1970: Graduate hours in performance of original work composed for summer ensemble.

Kansas State University, Continuing Ed. hours in visual art.

Wichita State University, Wichita, KS, 1968: Bachelor of Music Education. Activities: A Capella Choir, University Singers, vocal soloist, set designer, opera theatre musical director, stage manager, opera theatre director, opera theatre actor/singer, and actor with the WSU Summer Theatre.

Independence Community Junior College, Independence, KS, 1964: Associate of Arts Degree and recipient of two Monday Music Club Scholarships. Activities: Choir, band, theatre, ICJC Players and Delta Psi Omega.

Longton High School, Longton, KS.

TEACHING EXPERIENCE (Most recent first)

Pittsburg State University, Pittsburg, KS, 8/84-12/85: Taught "Microcomputers in Education," on the PSU campus, "Introduction to Microcomputing" in Caney, "Microcomputers in Education" in Sedan and "Microcomputers as a Teaching Aid" in Independence.

Independence Community College, Independence, KS, 8/73-5/78: Taught vocal music, music appreciation,history, sight singing/ear training, opera theatre, musical theatre workshop, and private voice. Directed five broadway musicals and designed and/or built sets for most of the college theatre productions. Designed and built the wardrobe racks for the Inge Theatre costume department. Directed the ICC Choral and "Livin Experience" touring group. Directed and originated the ICC Symphonic Choir. Served as Chairperson of the Humanities Department and Chairperson of the Athletic Council. Developed "Introduction to Microcomputing and Computer Literacy" class for Independence and Neodesha public school teachers and administrators. Planned, organized and directed educational tours for ICC to New Orleans and Washington, DC.

Belle Plaine Public Schools, Belle Plaine, KS, 8/69-5/73: Taught sixth grade through twelfth grade vocal music, private voice, music theatre workshop and directed school musicals and plays.

BUSINESS AND INDUSTRIAL EXPERIENCE

Independence Main Street Project Manager, 2/86 to present.
Co-founder of The Computer Generation, Inc. and co-owner/operator for three years, 4/83-2/86.
Hackney & Son, Inc., Independence, KS: Served as Scheduler, Customer Services Representative and Master Scheduler, 6/78-5/83.
J. C. Penney Co, Independence and Wichita, KS: Seven years in part and full-time retail sales and management.
General understanding of Cobal and Basic computer languages as well as various microcomputer operating systems.
Planned and developed Rolling Meadows subdivision to Independence.
Former member of the Verdigris Valley Credit Union Credit Committee.
Exhibiting and selling artist.

COMMUNITY SERVICE

Wichita, KS: Served as stage manager for the Wichita Civic Opera.
Belle Plaine, KS: Organized the Belle Plaine Boys Choir, Conducted the Belle Plaine Community Singers, Designed sets for and produced the Sumner County Scholarship Pageant.
Independence, KS: Acted, directed, and designed sets for various community theatre productions.
Past President of the Independence Lions Club.
Past Vice President of Governmental Affairs for the Independence Chamber of Commerce. Active member of the Retail Association.
Past member of the Community Chest Board.
Junior Achievement Adviser, 1979-81.
4-H Project Leader.
Past Chairperson of the Independence Community College Board of Trustees.

CHURCH

Presbytery of Southern KS: Served on Youth Activity Committee, counselor, resource person for summer camps, and past member of the Presbytery Program Committee.
Independence, KS: Served as teacher, youth sponsor, and deacon. Continue to serve as teacher and elder.
Belle Plaine, KS: Served as choir director, youth sponsor, and elder in the First Presbyterian Church.
Wichita, KS: Served as choir director, youth sponsor, teacher, and elder in the Faith Presbyterian Church.

PROFESSIONAL ASSOCIATIONS AND OTHER ORGANIZATIONS

American Production and Inventory Control Society, SEK Past-President.
American Choral Directors Association, life member.
Past member of the Music Educators National Conference, Kansas Music Educators Association. Served as District II president and board member of state association.
Past member of NEA/KNEA. Served as a local president.
Past member of the Independence, KS, Jaycees.
Past President of the Independence Arts Council, Inc.

BEST COPY AVAILABLE

PUBLIC SPEAKING

Public speaker at most Independence civic clubs, State Main Street Conference & Kansas League of Municipalities on various aspects of the Main Street Approach.

Speaker at Eureaka, KS and Burlington Chamber of Commerce banquets and Topeka Downtown Development Association.

National Main Street resource team member for Prestonburg, KY

Conference speaker for the National Main Street Town Meeting, Washington, D.C.

Appeared on local cable television as MC for local functions.

Appeared on regional television as talk show guest and subject of news interviews.

Moderated political forums on live radio broadcasts.

MC for various local functions, introducing and providing welcoming comments for Kansas Governors, legislatures, Senator Robert Dole and President Gerald Ford.

OTHER ACTIVITIES

Member of the Kansas Downtown Development Association Board of Directors.

Member of the Southeast Kansas Tourism Board of Directors.

Write and record radio advertising.

Traveled in most of US, Austria, Germany, Luxembourg and Hungary.

Served in judicatory positions for high school and 4-H music contests and pageants over the state of Kansas.

Received outstanding service awards from: Faith Presbyterian Church, Wichita, KS; Kansas Cystic Fibrosis Foundation; The Sumner County Scholarship Beauty Pageant; Independence Arts Council; Morgantown Grange; Independence Police Reserves.

Received service awards from: Independence Lions Club; SEK-American Production And Inventory Control Society.

REGINA S. HILLE

417 West Myrtle

Independence, Kansas 67301.

RESUME

EDUCATION (Most recent first)

Friends University, Wichita, KS, 1988-89: Master of Music in Church Music degree program, 16 hours completed. Will complete masters program in May 1990.
Westminster Choir College, Princeton, New Jersey, 1988: Goals for Piano Students, 1 hour graduate credit.
Westminster Choir College, Princeton, New Jersey, 1987: The Church Organist, 1 hour graduate credit.
University of Nebraska, Lincoln, Nebraska, 1987: National Piano Foundation Workshop.
University of Oklahoma, Norman, Oklahoma, 1985: National Piano Foundation Workshop.
Marymount College, Salina, Kansas: Bachelor of Music in Piano Performance.
Sacred Heart High School, Wichita, Kansas.

TEACHING EXPERIENCE

Independence Community College, Independence, Kansas, since 1967: Taught applied piano, applied organ, class piano, keyboard harmony, music for the elementary teacher, beginning woodwinds, piano pedagogy and piano accompaniment.
Hille Music Company, Independence, Kansas, 1953 to 1988: Head of education department supervising teaching staff and teaching piano and organ, both privately and in classes.
Regina Hille Piano Studio, Independence, Kansas, since 1988: Private and class instruction in piano and organ for students at all levels.

BUSINESS EXPERIENCE

Hille Music Company, Independence, Kansas, 1953 to 1988: Manager of record and tape department, accounts receivable department and education department.

COMMUNITY SERVICE

Independence, Kansas: Pianist and/or organist for Independence Oratorio Society for 24 years.
Pianist in orchestra for 21 NEEWOLLAH shows.
Independence Mid-Continent Band member and secretary/ treasurer.
Independence Community Concert Association membership chairman, captain and worker.
Independence PEO chapter EF member and past president.
Organist for the NEEWOLLAH Queen Coronation.

Member of four piano team which gave three benefit concerts.
St. Andrews Catholic School board member.
Piano recitalist.
Organ recitalist.
Piano accompanist.
Coordinated two piano concert at ICC, 1988.

CHURCH

Independence, Kansas, St. Andrews Catholic Church, member, organist and choir director.
Independence First Presbyterian Church, organist.

PROFESSIONAL ASSOCIATIONS AND OTHER ORGANIZATIONS

Music Educators National Conference member.
Kansas Music Educators Association member.
Kansas Music Teachers Association member.
American Guild of Organists member.
Chapter EF, PEO member and past president.
Ladies Library and Art Association member and past member of board of trustees.
Soroptimist International member.
Monday Music Club, member and sponsor of Junior Monday Music Club.

MICHAEL HAVAY
1117 Circle Dr.
Independence, Kansas 67301
Telephone: (316) 331-0605

OBJECTIVE

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PERSONAL

Birthdate: 11-07-59
5'7" 130 lbs.

Single
Excellent Health

EDUCATION

Hazleton Senior High School, Hazleton, Pennsylvania
Graduate 1977 - College Preparatory
Susquehanna University, Selinsgrove, Pennsylvania
Graduate 1982 - Bachelor's Degree

EDUCATIONAL HIGHLIGHTS

Susquehanna University - 4 years

Bachelor of Music in Music Performance
Graduated magna cum laude
GPA: 3.72 overall, 3.90 in major (Basis 4.0)
Ranked 1st in major

Riedler/Bottiger Scholarship
Amalgamated Clothing Workers Union Scholarship
Greek Catholic Union Scholarship
John App Honor Society - Historian
Alpha Lambda Delta Freshman Honor Society
Society of Distinguished American College Students

Opera Workshop - Student Director
Susquehanna Chamber Music Society - Co-founder
Crusader (school paper) Staff - Typist, Proofreader
Music Preparatory Program - Instructor
Various Performing Groups

AREAS OF EXPERIENCE

Typing - 80 wpm
Filing
Speedwriting
Correspondence
Office machines - copier
  offset press
  dictaphone
  binding machine
  paper folder

Inventory & Supply
Training
Newsletter editor
Graphic art
Bills payable
Light bookkeeping
Receptionist
Personnel supervision
Volunteer supervision

WORK EXPERIENCE (June 1985 - present)

FIRST UNITED METHODIST CHURCH - 200 S. Pennsylvania, Independence, Kansas

Position: Administrative Secretary

Responsibilities:

Daily - pick up, sort, distribute mail
- office and telephone receptionist
- coordinate master calendar
- type letters, minutes, all other materials
- transcribing, filing, other general tasks
- open and close church buildings

Weekly - gather info, type and duplicate Sunday bulletins
- gather info, type, duplicate, address and prepare for mailing the weekly newsletter
- participate in weekly staff meetings

EXPERIENCE
(cont.)

Weekly - send meeting reminders, prepare materials for meetings of committees, work areas
- prepare and deliver Church Directory information to Independence Daily Reporter
- make weekly deposit of pledges, contributions, etc.
- prepare payroll and other checks for signature and distribution

Monthly - prepare list of invoices payable for approval by Finance Committee
- attend Finance Committee meeting
- pay bills authorized by committee

Annually - prepare mailings for pledge drive, budget and other special mailings
- gather info, type and duplicate materials for Annual Reports, organize and supervise volunteers to assemble, address and mail reports

Other - prepare special bulletins for holidays, funerals, weddings, etc.
- supervise volunteers as needed for general tasks, special projects
- order office supplies and other items for church groups, staff, officers, individuals

Special - (Fall 1986) - organized purchase of new office copier, including contacting suppliers, negotiating bids, reporting to and making recommendations to Board of Trustees and Finance Committee

Reason for change: Seek new opportunities and challenges, and higher wages.

(Jan. 1984-
June 1985)

TOWN AND COUNTRY MARKETS, INC. #51 - 401 N. Pennsylvania, Independence, Kansas

Position: Assistant Manager

Responsibilities:

--operate cash register
--complete daily, weekly paperwork
--balance sales/cash totals
--inventory control
--make daily deposits
--manage store in absence of Manager
--communicate with Supervisor, main office
--check in vendors, deliveries
--order groceries, supplies
--receive weekly grocery order
--verify invoices with deliveries
--price, stock groceries
--assist customers
--maintain appearance, cleanliness of store, and operation of equipment and machines

Reason for change: Seek higher wages, better hours.

(Sept. 1978-
May 1982)

ROGER M. BLOUGH LEARNING CENTER - Susquehanna University, Selinsgrove, Pennsylvania

Position: Office Clerk

Responsibilities:

--chief typist
--office and telephone receptionist

EXPERIENCE (cont.)

--filing, shelving all Learning Center materials
--supplying information on all Learning Center resources
--operating office machines, audio/video equipment
--locating materials for research, general use
--assisting staff, students, professors, clients
--supervising other student workers
--compiling research for staff meetings
--training new student workers
--taking inventory

Reason for change: To secure permanent position after graduation.

(June 1977- June 1978)

HAZLETON MUSIC WORKSHOP - Hazleton, Pennsylvania

Position: Music Instructor/Secretary

Responsibilities:

--Teaching string instruments, music theory to classes, grades 4-8
--Taking minutes at staff meetings
--Keeping enrollment and attendance records current
--Informing staff, students, parents of Workshop activities
--Taking inventory of music, supplies, etc.

Reason for change: Entered college.

AVAILABILITY 2 or 3 weeks notice

SALARY Negotiable

REFERENCES Available upon request

RESUME

Paul Brockway

EXPERIENCE

Two years of guitar instruction at Hille Music Company--one on one and class situations

Completion of Theory I, II, III, and IV at Independence Community College

Played bass in Independence Community College Jazz Ensemble and Combo

Performed as lead guitarist in the rock group Heartland for two years

Performed as bass guitarist in the Christian contemporary group Oasis

Presently teaching at Hille's and performing in The Rock Band as lead guitarist

APPENDIX E

Music Department: Three Year Enrollment Analysis

Class Detail
FTE & Contact Hours
Head Count & Student Credit Hours

MUSIC DEPARTMENT - THREE YEAR ENROLLMENT ANALYSIS

CLASS	Cr Hr	Cnt. Hrs.	86-87			87-88			88-89		
			Fll	Spg	Sum	Fll	Spg	Sum	Fll	Spg	Sum
Music Pedagogy	2	2	0	0	0	0	0	0	0	1	0
Music Apprec	3	3	5	4	6	4	1	6	11	16	7
Beg. Folk Guitar	3	3	0	0	0	4	4	0	3	19	0
Band	1	3	14	15	0	13	22	0	14	11	0
Chorale	1	2	16	9	0	15	17	0	22	20	0
Music Hist & Lit	3	3	0	0	0	3	2	0	2	2	0
Comm. Orchestra	1	2	1	0	0	0	3	0	0	14	0
Comp. Musician	3	3	4	5	0	5	4	0	7	4	0
Applied Music	1	0.5	0	0	0	0	0	0	0	0	0
Applied Piano	1	0.5	8	11	0	10	14	0	15	13	3
Applied Instr.	1	0.5	1	1	0	4	11	2	4	4	0
Applied Voice	1	0.5	3	4	0	8	15	1	12	14	0
Applied Organ	1	0.5	0	0	0	1	3	0	1	1	0
Contemp. Ens.	1	3	7	4	6	0	0	0	9	11	0
Opera Apprec.	1	1	9	2	0	12	5	0	6	1	0
Sight Sing & ET	2	2	0	0	0	0	4	0	6	3	0
Piano Accomp	2	2	0	0	0	0	1	0	0	0	0
Indep. Study	1	1	0	0	0	0	1	0	0	1	0
Class Piano	1	1	12	13	0	12	21	0	10	14	1
Class Instr.	2	2	0	4	0	3	5	0	5	2	0
Music In Elem Sc	3	3	0	7	0	0	4	0	0	8	5
Theatre Workshp	1	1	0	0	0	0	0	0	0	0	2
Theatre Workshp	2	2	0	0	0	0	0	0	0	0	5
Theatre Workshp	3	3	0	0	0	0	0	0	0	0	2
TOTALS	41	45	80	79	12	94	137	9	127	159	25
INST/RATIO			35	34	5	41	60	4	55	69	11

MUSIC DEPARTMENT - THREE YEAR ENROLLMENT ANALYSIS

	FTE				*CONTACT HOURS			
CLASS	1987	1988	1989	AVG	1987	1988	1989	AVG
Music Pedagogy	0.0	0.0	0.1	0.0	2.0	2.0	2.0	2.0
Music Apprec	3.0	2.2	6.8	4.0	3.0	3.0	3.0	3.0
Beg. Folk Guitar	0.0	1.6	4.4	2.0	3.0	3.0	3.0	3.0
Band	1.9	2.3	1.7	2.0	3.0	3.0	3.0	3.0
Chorale	1.7	2.1	2.8	2.2	2.0	2.0	2.0	2.0
Music Hist & Lit	0.0	1.0	0.8	0.6	3.0	3.0	3.0	3.0
Comm. Orchestra	0.1	0.2	0.9	0.4	2.0	2.0	2.0	2.0
Comp. Musician	1.8	1.8	2.2	1.9	3.0	3.0	3.0	3.0
Applied Music	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Applied Piano	1.3	1.6	2.1	1.6	9.5	12.0	15.5	12.3
Applied Instr.	0.1	1.1	0.5	0.6	1.0	8.5	4.0	4.5
Applied Voice	0.5	1.6	1.7	1.3	3.5	12.0	13.0	9.5
Applied Organ	0.0	0.3	0.1	0.1	0.0	2.0	1.0	1.0
Contemp. Ens.	1.1	0.0	1.3	0.8	3.0	3.0	3.0	3.0
Opera Apprec.	0.7	1.1	0.5	0.8	1.0	1.0	1.0	1.0
Sight Sing & ET	0.0	0.5	1.2	0.6	2.0	2.0	2.0	2.0
Piano Accomp	0.0	0.1	0.0	0.0	2.0	2.0	2.0	2.0
Indep. Study	0.0	0.1	0.1	0.0	1.0	1.0	1.0	1.0
Class Piano	1.7	2.2	1.7	1.8	1.0	1.0	1.0	1.0
Class Instr.	0.5	1.1	0.9	0.8	2.0	2.0	2.0	2.0
Music In Elem Sc	1.4	0.8	2.6	1.6	3.0	3.0	3.0	3.0
Theatre Workshp	0.0	0.0	0.1	0.0	1.0	1.0	1.0	1.0
Theatre Workshp	0.0	0.0	0.7	0.2	2.0	2.0	2.0	2.0
Theatre Workshp	0.0	0.0	0.4	0.1	3.0	3.0	3.0	3.0
TOTALS	15.8	21.8	33.7	23.8	56.0	76.5	75.5	69.3
INST/RATIO	6.9	9.5	14.6	10.3	24.3	33.3	32.8	30.1
		38%	54%	46%		37%	-1%	18%
			53%				35%	

MUSIC DEPARTMENT - THREE YEAR ENROLLMENT ANALYSIS

	HEAD COUNT				STUDENT CR HRS			
CLASS	1987	1988	1989	AVG	1987	1988	1989	AVG
Music Pedagogy	0	0	1	0	0	0	2	0.7
Music Apprec	15	11	34	20	45	33	102	60.0
Beg. Folk Guitar	0	8	22	10	0	24	66	30.0
Band	29	35	25	30	29	35	25	29.7
Chorale	25	32	42	33	25	32	42	33.0
Music Hist & Lit	0	5	4	3	0	15	12	9.0
Comm. Orchestra	1	3	14	6	1	3	14	6.0
Comp. Musician	9	9	11	10	27	27	33	29.0
Applied Music	0	0	0	0	0	0	0	0.0
Applied Piano	19	24	31	25	19	24	31	24.7
Applied Instr.	2	17	8	9	2	17	8	9.0
Applied Voice	7	24	26	19	7	24	26	19.0
Applied Organ	0	4	2	2	0	4	2	2.0
Contemp. Ens.	17	0	20	12	17	0	20	12.3
Opera Apprec.	11	17	7	12	11	17	7	11.7
Sight Sing & ET	0	4	9	4	0	8	18	8.7
Piano Accomp	0	1	0	0	0	2	0	0.7
Indep. Study	0	1	1	1	0	1	1	0.7
Class Piano	25	33	25	28	25	33	25	27.7
Class Instr.	4	8	7	6	8	16	14	12.7
Music In Elem Sc	7	4	13	8	21	12	39	24.0
Theatre Workshp	0	0	2	1	0	0	2	0.7
Theatre Workshp	0	0	5	2	0	0	10	3.3
Theatre Workshp	0	0	2	1	0	0	6	2.0
TOTALS	171	240	311	241	237	327	505	24
INST/RATIO	74	104	135	105	103	142	220	10
%CHG		40%	30%	35%		38%	54%	46%
%CHG			82%				113%	

*Contact hours do not include additional hours for rehearsals, public performances, concerts, musical rehearsals and performances, tours, counseling and recruiting activities

APPENDIX F

Music Department: Enrollment Projections

Class Detail
FTE & Contact Hours
Head Count & Student Credit Hours

MUSIC DEPARTMENT - ENROLLMENT PROJECTIONS

									PROJECTED		
	Cr	Cnt.	87-88			88-89			89-90		
CLASS	Hr	Hrs.	Fll	Spg	Sum	Fll	Spg	Sum	Fll	Spg	Sum
Music Pedagogy	2	2	0	0	0	0	1	0	0	1	0
Music Apprec	3	3	4	1	6	11	16	7	25	20	7
Beg. Folk Guitar	3	3	4	4	0	3	19	0	10	10	0
Band	1	3	13	22	0	14	11	0	20	20	0
Chorale	1	2	15	17	0	22	20	0	35	35	0
Music Hist & Lit	3	3	3	2	0	2	2	0	2	2	0
Comm. Orchestra	1	2	0	3	0	0	14	0	0	15	0
Comp. Musician	3	3	5	4	0	7	4	0	7	4	0
Applied Music	1	0.5	0	0	0	0	0	0	0	0	0
Applied Piano	1	0.5	10	14	0	15	13	3	15	10	3
Applied Instr.	1	0.5	4	11	2	4	4	0	4	4	0
Applied Voice	1	0.5	8	15	1	12	14	0	12	12	0
Applied Organ	1	0.5	1	3	0	1	1	0	1	1	0
Contemp. Ens.	1	3	0	0	0	9	11	0	14	12	0
Opera Apprec.	1	1	12	5	0	6	1	0	5	5	0
Sight Sing & ET	2	2	0	4	0	6	3	0	7	4	0
Piano Accomp	2	2	0	1	0	0	0	0	0	0	0
Indep. Study	1	1	0	1	0	0	1	0	0	0	0
Class Piano	1	1	12	21	0	10	14	1	10	15	1
Class Instr.	2	2	3	5	0	5	2	0	4	4	0
Music In Elem Sc	3	3	0	4	0	0	8	5	0	10	5
Theatre Workshp	1	1	0	0	0	0	0	2	0	0	2
Theatre Workshp	2	2	0	0	0	0	0	5	0	0	5
Theatre Workshp	3	3	0	0	0	0	0	2	0	0	2
TOTALS	41	45	94	137	9	127	159	25	171	184	25
INST/RATIO			41	60	4	55	69	11	74	80	11

MUSIC DEPARTMENT - ENROLLMENT PROJECTIONS

	FTE				*CONTACT HOURS			
CLASS	1988	1989	1990	AVG	1988	1989	1990	AVG
Music Pedagogy	0.0	0.1	0.1	0.1	2.0	2.0	2.0	2.0
Music Apprec	2.2	6.8	10.4	6.5	3.0	3.0	3.0	3.0
Beg. Folk Guitar	1.6	4.4	4.0	3.3	3.0	3.0	3.0	3.0
Band	2.3	1.7	2.7	2.2	3.0	3.0	3.0	3.0
Chorale	2.1	2.8	4.7	3.2	2.0	2.0	2.0	2.0
Music Hist & Lit	1.0	0.8	0.8	0.9	3.0	3.0	3.0	3.0
Comm. Orchestra	0.2	0.9	1.0	0.7	2.0	2.0	2.0	2.0
Comp. Musician	1.8	2.2	2.2	2.1	3.0	3.0	3.0	3.0
Applied Music	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Applied Piano	1.6	2.1	1.9	1.8	12.0	15.5	14.0	13.8
Applied Instr.	1.1	0.5	0.5	0.7	8.5	4.0	4.0	5.5
Applied Voice	1.6	1.7	1.6	1.6	12.0	13.0	12.0	12.3
Applied Organ	0.3	0.1	0.1	0.2	2.0	1.0	1.0	1.3
Contemp. Ens.	0.0	1.3	1.7	1.0	3.0	3.0	3.0	3.0
Opera Apprec.	1.1	0.5	0.7	0.8	1.0	1.0	1.0	1.0
Sight Sing & ET	0.5	1.2	1.5	1.1	2.0	2.0	2.0	2.0
Piano Accomp	0.1	0.0	0.0	0.0	2.0	2.0	2.0	2.0
Indep. Study	0.1	0.1	0.0	0.0	1.0	1.0	1.0	1.0
Class Piano	2.2	1.7	1.7	1.9	1.0	1.0	1.0	1.0
Class Instr.	1.1	0.9	1.1	1.0	2.0	2.0	2.0	2.0
Music In Elem Sc	0.8	2.6	3.0	2.1	3.0	3.0	3.0	3.0
Theatre Workshp	0.0	0.1	0.1	0.1	1.0	1.0	1.0	1.0
Theatre Workshp	0.0	0.7	0.7	0.4	2.0	2.0	2.0	2.0
Theatre Workshp	0.0	0.4	0.4	0.3	3.0	3.0	3.0	3.0
TOTALS	21.8	33.6	40.8	32.1	76.5	75.5	73	75.0
INST/RATIO	9.5	14.6	17.8	14.0	33.3	32.8	31.7	32.6
		54%	21%	38%		-1%	-3%	-2%
			87%				-5%	

MUSIC DEPARTMENT - ENROLLMENT PROJECTIONS

	HEAD COUNT				STUDENT CR HRS			
CLASS	1988	1989	1990	AVG	1988	1989	1990	AVG
Music Pedagogy	0	1	1	1	0	2	2	1.3
Music Apprec	11	34	52	32	33	102	156	97.0
Beg. Folk Guitar	8	22	20	17	24	66	60	50.0
Band	35	25	40	33	35	25	40	33.3
Chorale	32	42	70	48	32	42	70	48.0
Music Hist & Lit	5	4	4	4	15	12	12	13.0
Comm. Orchestra	3	14	15	11	3	14	15	10.7
Comp. Musician	9	11	11	10	27	33	33	31.0
Applied Music	0	0	0	0	0	0	0	0.0
Applied Piano	24	31	28	28	24	31	28	27.7
Applied Instr.	17	8	8	11	17	8	8	11.0
Applied Voice	24	26	24	25	24	26	24	24.7
Applied Organ	4	2	2	3	4	2	2	2.7
Contemp. Ens.	0	20	26	15	0	20	26	15.3
Opera Apprec.	17	7	10	11	17	7	10	11.3
Sight Sing & ET	4	9	11	8	8	18	22	16.0
Piano Accomp	1	0	0	0	2	0	0	0.7
Indep. Study	1	1	0	1	1	1	0	0.7
Class Piano	33	25	26	28	33	25	26	28.0
Class Instr.	8	7	8	8	16	14	16	15.3
Music In Elem Sc	4	13	15	11	12	39	45	32.0
Theatre Workshp	0	2	2	1	0	2	2	1.3
Theatre Workshp	0	5	5	3	0	10	10	6.7
Theatre Workshp	0	2	2	1	0	6	6	4.0
TOTALS	240	311	380	310	327	505	613	32
INST/RATIO	104	135	165	135	142	220	267	209
%CHG		30%	22%	26%		54%	21%	38%
%CHG			58%				87%	

*Contact hours do not include additional hours for rehearsals, public performances, concerts, musical rehearsals and performances, tours, counseling and recruiting activities.

APPENDIX G

Brigadoon Income Statement

American Food Management Rebate

BRIGADOON INCOME STATEMENT
3/9/89

INCOME	
Ticket Sales	$1,406.50
EXPENSES	
Rent & Roylaties	$917.00
Costumes	$83.46
Sets	$666.86
Advertising	$30.50
Props	$9.42
Misc.	$121.37

	$1,828.61
CASH LOSS	($422.11)
	==========
Cash Value of Attendance	$2,190.00
Actual Cost of Production	$1,828.61

NET INCOME	$361.39

These figures are not final as some tickets are out.

PLEASE REMIT TO:

AMERICAN FOOD MANAGEMENT

INVOICE № 11722

INVOICE DATE 03/22/89

PURCHASE ORDER NO.

TERMS: PAYABLE ON RECEIPT OR ACCORDING TO CONTRACT

SERVICES PROVIDED FOR:

ORGANIZATION: Band Day

STREET: College Avenue & Brookside Drive

CITY STATE ZIP CODE: Independence, Kansas 67301

UNIT NAME: Independence Community College

BILL TO:

NAME: ℅ Ray Rothgeb

STREET: College Avenue & Brookside Drive

CITY STATE ZIP CODE: Independence, Kansas 67301

WEEK ENDING: 03/22/89

PLEASE TYPE

DATE	DESCRIPTION		AMOUNT
03/11/89	Meals for Band Day Students		152 89
	TOTAL		$ 152 89

TAX EXEMPT KSA 7936-06

THANK YOU

Robert C. Krumm

Pd 3-11 89 LJ cash

Ac / Rec. No. 5032 15% Rebateable'

White - Customer
Yellow - Unit
Pink - Unit
Gold - Home Office

To Insure Proper Credit To Your Account, Please Indicate Invoice Number On Your Check.

AFM - 8

A Service Charge of 1½ Percent Per Month (Equals 18% Per Annum) For Any Accounts 30 Days Past Due.

APPENDIX H

ICC Music Department: Scholarship Criteria

FILE

ICC MUSIC DEPARTMENT
SCHOLARSHIP CRITERIA

Performing Grants

Performing grants, not to exceed $50.00 per performance group, will be awarded to students performing in Band, Orchestra and/or Choir. Performance grants will be available upon audition and accepetance to the group by the director. Perforamnce grants may be combined with other scholarships not to exceed payment of 16 hours of tuition and $50.00 for books.

Music Scholarship

Music scholarship for 16 credit hours of tuition and $50.00 books will be awarded to students with a GPA of 2.50 or higher and enrolling in 5 hours of music courses. A minimum of two hours must be in performing groups. Audition and permission of the director of the performing group is necessary.

Pep Band Performance Scholarship

A performance scholarship for 16 credit hours of tuition and $50.00 books will be awarded to students with a GPA of 2.5 or greater who enroll in Band and are selected for Pep Band. Should a student not be selected for the Pep Band he }ay retain his scholarship by enrolling in 5 hours of music courses with a minimun of two hours in performing groups or accept special music department assignments.

Contemporary Ensemble Performance Scholarship

A performance scholarship for 16 credit hours of tuition and $50.00 books will be award to students who enroll in Choir and successfully pass an audition for Contemporary Ensemble and have a GPA of 3.00 or higher. Should a student not pass the Contemporary Ensemble audition he may retain his scholarship by enrolling in 5 hours of music with a minimum of two hours in performing groups or accept special music department assignments.

APPENDIX I

Music Department: 1988-89 Calendar

INDEPENDENCE COMMUNITY COLLEGE
MUSIC DEPARTMENT
1988-89 Calendar
Revised 11/3/88

October 28, 7:45 JAZZ BAND & TRENDS
Neewollah-Downtown

October 29, 11:00 BAND
Neewollah Parade

November 1, 1:00 STUDIO RECITAL
Music Hall

November 15, Noon ICC TRENDS
Civic Center

November 18, 7:30 ICC TRENDS
Inge Theatre

November 20, 7:00 ICC CHORALE
First Presbyterian Church

December 6, 7:30 ICC BAND
Inge Theatre

December 13, 7:30 ICC CHORALE
Inge Theatre

December 15, 1:00 STUDIO RECITAL
Music Hall

January 29, 3:00 ORGAN RECITAL
Presbyterian Church

February 21, 1:00 STUDIO RECITAL
Music Hall

March 2-4, 7:30 COLLEGE MUSICAL
Inge Theatre

March 11, All day FEDERATED CONTEST
Fine Arts Building

April 10, 7:30 FACULTY RECITAL
Inge Theatre

April 19-21 MUSIC DEPARTMENT TOUR
SEK Area

APRIL 30, 2:30 ICC BAND/ORCHESTRA
Inge Theatre

May 9, 7:30 ICC CHORALE
Inge Theatre

May 11, 1:00 STUDIO RECITAL
Music Hall

MAY 20 GRADUATION
ICC GYM

APPENDIX J

Music Department: Concert, Recital and Musical Programs

SE TU M'AMI.....(If Thou Lov'st Me)

If thou lov'st me, if thou art sighing but for me, O shepherd lad, pitty fills my heart replying, Tho' thy fondness makes me glad, But ne'er think to me thee I'm giving all the glances of my eyes; Gentle shepherd, that were living in a dreamer's paradise, Gentle shepherd, that were living in a dreamer's paradise, .

Sylvia takes today a lover as she plucks a fair red rose; Yet if thorns the flow'r uncover on the morrow forth it goes, on the morrow forth it goes.

What men say of maids is silly, All their words to me are vain, Nor because I love the lily shall I other flow'rs disdain.

If thou lov'st me, if thou art sighing but for me, O shepherd lad, pity fills my heart reploying, Tho' thy fondness makes me glad; But ne'er think to thee I'm giving all the glances of my eyes; Gentle shepherd, that were living in a dreamer's paradise, Gentle shepherd, that were living in a dreamer's paradise.

GIOVAN BATTISTA PERGOLESI (1710-1736)

SAPPHIC ODE.....Sapphische Ode

Roses gathered midst dark'ning shades of evening.

Sweeter than when they by day were blooming; O'er branches heavy with fragrant blossoms, dew drops are falling.

So thy kisses, sweet as the rose I cherish, Kisses from thy lips like the flow'rs red blossom; From thy eyes with love and deep emotion; Tear drops are falling.

JOHANNES BRAHMS

Independence Community College
Music Department
Presents

Julie Thomas
Sophomore Recital

Sunday, May 14, 1989
3:00 P.M.
William Inge Theatre

This recital is in partial fulfillment of the Music Major requirements at Independence Community College

Coffeyville Community College
&
Independence Community College

present

a potpourri

of INSTRUMENTAL MUSIC

THURSDAY, MAY 4, 1989
CCC AUDITORIUM
7:30 p.m.

directed by:

R. JAN ZUBECK, CCC
DR. DAN FRIZANE, ICC

ACKNOWLEDGMENTS

ICC Fine Arts Department would like to thank the following individuals, businesses & organizations for providing props and services for this production of Brigadoon:

Individuals: Betty Bolen, John Burck, Robert Clapp, Robert & Cynthia Clause, Kathy Eytcheson, Betty Farnsworth, Judy Farris, Carrie Frizane, Rodney Gay, James & Jeanne Heffernan, Teresa Jones, Betty Meyer, Joe Mills, Vickie Neurauter, Joe Obermier, Martie Richardson, Julie Thomas, Tony & Jan Vail, Zack Webb.

Business & Organizations: Alice's Trash & Treasures, American Legion, Catalytic Industrial Group, The Flower Shop, ICC Players, ICC Chapter of Phi Theta Kappa, ICC Student Senate, Independence Reporter, KGGF Radio, KIND Radio, J T Maloney's, Dr. John Murphy, Pandora's Box, The Phone Booth, The Salvation Army, Star-Foam and Woods Lumber.

Lerner & Loewe's

Brigadoon

Inge Theatre

March 2nd & 3rd, 7:30 P.M.
March 4th, 3:00 P.M.

Directed by
Ray Rothgeb

Choreographed by
Liz Ketchum & Sara Burke

Conducted by
Dan Frizane

I.C.C. CONCERT BAND

Flute
Joan Steffey

Clarinets
Kelly Rigney
Michelle Wallick

Trombones
Don Markham
Charles Simmons

Baritone
Carrie Frizane

Trumpets
L. Murry Farr
Curtis Wolfe

Tenor Saxophones
Marcia Carvalho
Marcus Townsell

Tuba
Mark Dice

Alto Saxophones
Allen Noland
Jan Grieve

Percussion
Kennen Simmons

I.C.C. COMMUNITY ORCHESTRA

Violins
Michael Havay,
Concertmaster
John Martin
Judy Jones
Virginia Norfleet
Kelly Rigney
Suzanne Simmons

Viola
Judy Jones

'Cellos
Wilma Bryner
Phyllis Wiles
Mindy Blumer

Basses
Carilyn Clark
Brian Council

Flutes
Jan Friesen
Jenny Romans

Oboes
Amy Rogers
Pam Peters

Clarinets
Don Farthing
Terry Rogers

Bassoon
Kathy Rogers

Horns
Sharon Toomey
Mark Dice
Sandy Jewers

Trumpets
Rebecca Timmons
Terry Harper

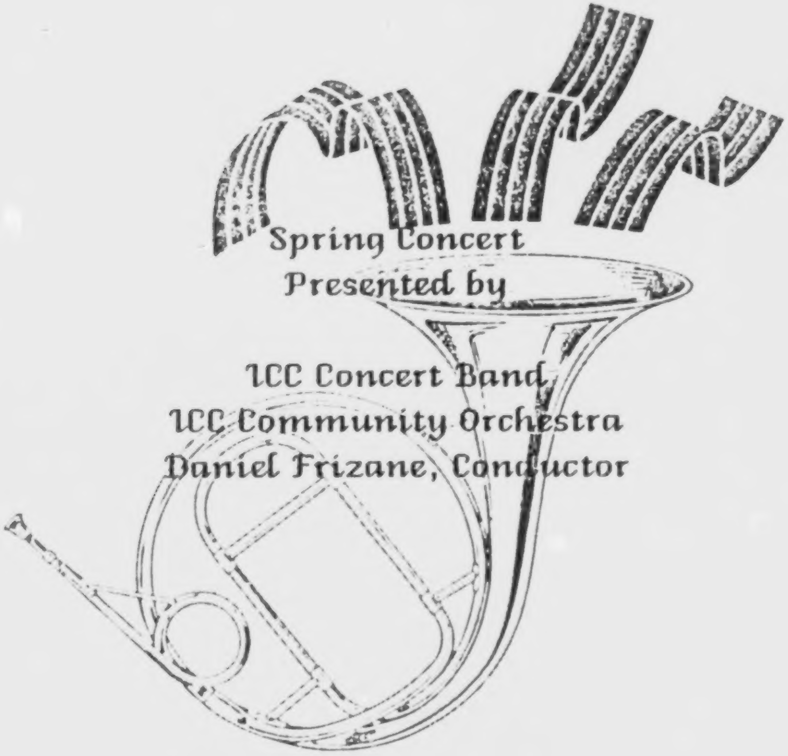
Trombones
Charles Simmons
Carrie Frizane
Jim O'Shields

Tuba
Duane Bechtle

Timpani
Susan Main

Percussion
Bob Hille
Jill Warford

A BREATH OF SPRING



Spring Concert
Presented by

ICC Concert Band
ICC Community Orchestra
Daniel Frizane, Conductor

William Inge Theatre
Independence Community College
Sunday, April 23, 1989, 3:00 P.M.

The Trojan Trombones	Tommy Pederson
Waltz	Franz ABT

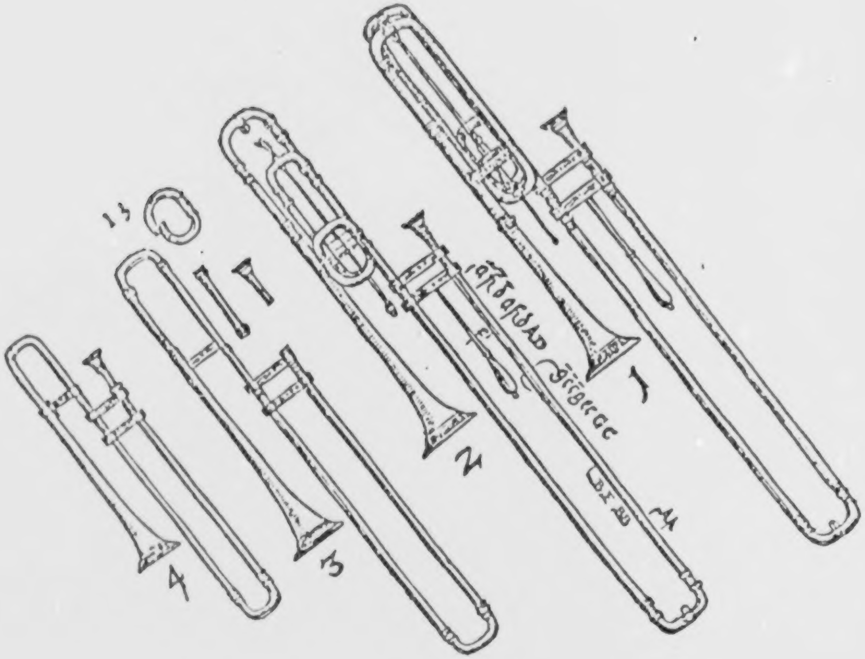
The illustration on the program cover is from Syntagma Musicum (Treatise of Music) by Michael Praetorius, 1619. This important historical work describes many early instruments. Pictured here are four members of a sackbut consort, sackbut being the Renaissance forerunner of the trombone, and consort being a family of similar instruments pitched in different keys to cover a wide range.

Coming event: "Brigadoon," a musical by Lerner and Loewe. Presented by ICC Music and Drama Depts. on March 2, 3 (7:30 PM), and 4 (3 PM.) Everyone is invited to this special presentation.

AN EVENING OF TROMBONES

SE KS Trombone Ensemble
Charles Crum
Dan Frizane
Richard McBride
John Redfern
Charles Simmons
Brenda Zubeck
Jan Zubeck

Dan Frizane, Trombone
Regina Hille, Piano



Wm. Inge Theatre
Independence Community College
Thursday, Feb. 16, 1989, 7:30 PM

ICC CHORALE

SOPRANO

Marcia Carvalho
Judy Farris
Cindy Slocum
Joan Steffey
Julie Thomas
Ann Woods

BASS

Jeff Groff
Matt Setter
Doug Stacy
Paul Taylor
Curtis Wolfe

ALTO

Amy Allen
Shaney Cheshier
Carrie Frizane
Jean Goforth
Jan Grieve
Debbie Rash
Marli Rieck

TENOR

Matt Boles
Rodney Gay
Scott Taylor

ICC TRENDS

SOPRANO

Marli Rieck
Julie Thomas

BASS

Paul Taylor
Curtis Wolfe

PIANO

Debbie Harrison

ALTO

Amy Allen
Shaney Cheshier

TENOR

Matt Boles
Rodney Gay

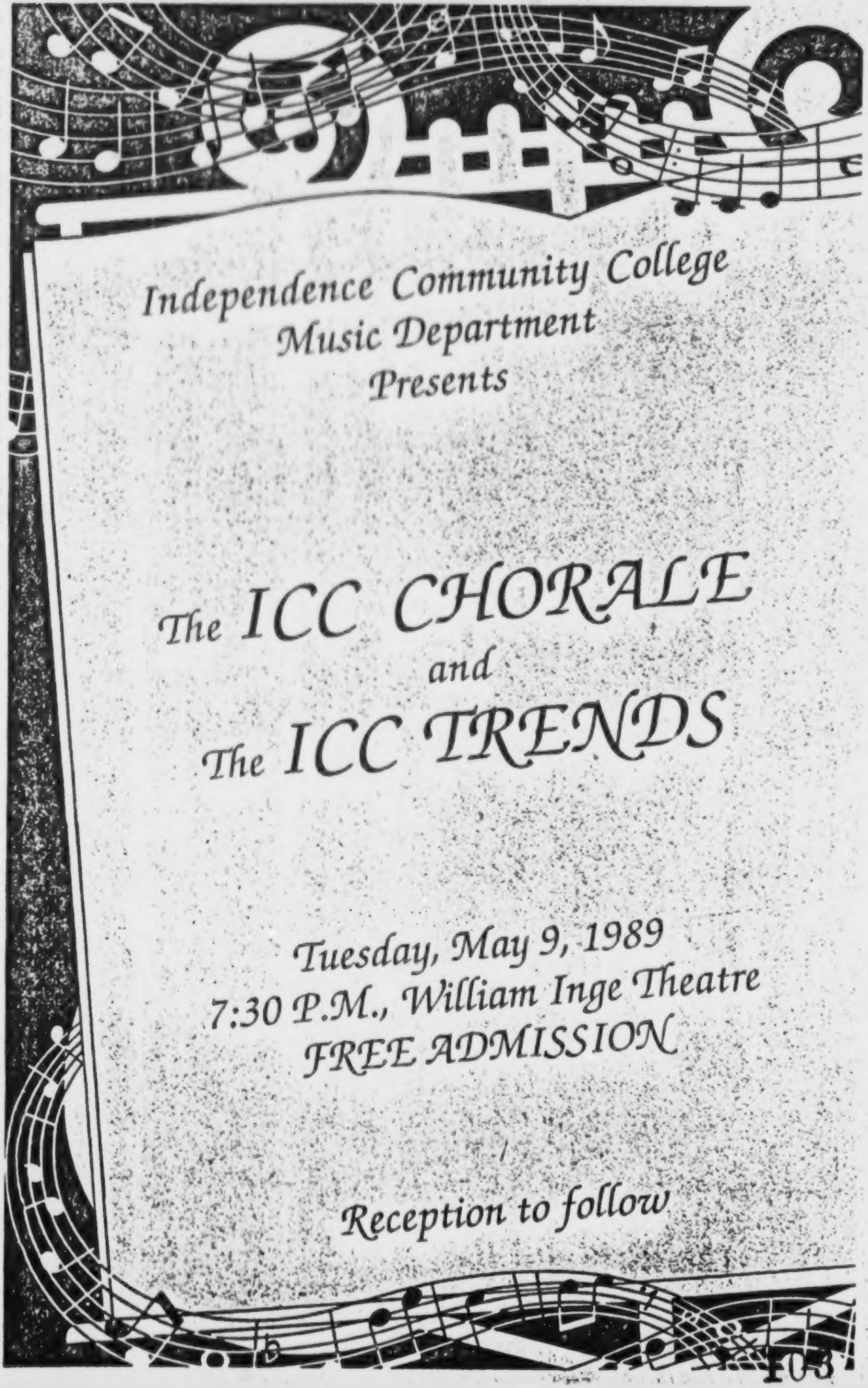
GUITAR

Marcus Townsell

DRUMS

Kennen Simmons

BEST COPY AVAILABLE



Independence Community College
Music Department
Presents

The ICC CHORALE
and
The ICC TRENDS

Tuesday, May 9, 1989
7:30 P.M., William Inge Theatre
FREE ADMISSION

Reception to follow

BENEFIT CONCERT PROCEEDS

Proceeds from this evening's concert will be placed in a fund designated to purchase another piano for the music department. We are gratefull for the opportunity to improve the department with your help. We are sincerely gratefull to the Monday Music Club for establishing this fund. If you would like to contribute more than just the admission cost of tonight's concert, please make your check out to the "ICC Piano Fund" and present it to Mr. Rothgeb or Mrs. Hille after the concert or mail it to:

Independence Community College
College Ave. & Brookside Dr.
Independence, KS 67301

Thank you for your support!

The ICC Music Department would like to thank the Fine Arts faculty and staff, Susan Main, Hille Music Company and Hasselman's Cottage of Flowers for their contributions to this evening's concert.

INDEPENDENCE COMMUNITY COLLEGE

MUSIC DEPARTMENT

Presents

Piano Ensemble Class

TWO - PIANO CONCERT

Featuring

Phyllis Adams
Dana Aitken
Jennifer Council
Stephanie Harris
Debbie Harrison
Regina Hille
Barbara Jabben
Gary Mitchell
Allen Noland
Colette Rieck
Melody Rose
Barbara Schmidt
Lynne Townsend

Regina Hille - Coordinator

Tuesday, May 10, 1988 7:30 PM

William Inge Theatre

ORGAN RECITAL

REGINA S. HILLE, ORGANIST

January 29, 1989
First Presbyterian Church
Independence, Kansas

RIGAUDON	Campra
ARIA IN F MAJOR	George Frederic Handel (1685-1759)
CONCERTO FOR ORGAN NO. 4 IN F MAJOR Allegro Andante Adagio Allegro	Handel
ELEGIE	Louis Vierne (1870-1937)
DIVERTISSEMENT	Vierne
CLAIR DE LUNE	Vierne
PASSACAGLIA AND FUGUE IN C MINOR	Johann Sebastian Bach (1685-1750)

You are invited to a reception honoring Mrs. Hille in the Church Parlor immediately following the concert.

APPENDIX K

Festival Choir

Request for Approval
KSHSAA Approval
Information Sheet
Schedule
Registration Form
Letter to Schools
List of Schools receiving letter

Independence Community College

April 12, 1989

Vic Sisk
KSHSAA
520 W. 27th St. - Box 495
Topeka, Kansas 66601-04195

Dear Mr. Sisk,

Thank you for the information regarding KSHSAA's approval of events. I have enclosed the information you requested. I hope it is sufficient. Please feel free to call me at 316-331-4100 ext. 241 should you have questions.

I appreciate your interest in this event. We look forward to providing a quality musical event for the students in the southweastern portion of the state. We look forward to hearing from you.

Best regards

Ray Rothgeb

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

SEK CHOIR FESTIVAL

DATE: Saturday, October 7, 1989

PLACE: Independence Community College

PURPOSE: To provide SEK High School choir students an opportunity to perform in a festival choir. This will give many of the smaller school's students an opportunity to participate in a large choir that normally is not available. In addition, there is an opportunity for the student to perform larger, more challenging works that are beyond their normal performance level.

ACTIVITY: Choirs from southeastern Kansas high schools will be invited to participate in a festival choral setting. Invited schools may send a balanced choir with fees not to exceed $25 per school. The fee would be used to cover costs of the event. Students would rehearse throughout the day and present a full concert in the evening. Attached is a proposed schedule and a list of schools that would be invited.

Neither the student nor the individual groups will be judged, ranked or rated. The only possible award could be a participation token.

SPONSORSHIP: Music Department, Independence Community College, Independence, KS.

CLINICIAN: Vocal Instructor at Independence Community College and possibly high school choir directors.

Proposed Performance Schedule

10:00	Registration
10:30	Rehearsal-Full Chorus
11:00	Sectional Rehearsals
12:00	Lunch
1:30	Rehearsal-Full Chorus
2:45	Break
3:15	Rehearsal-Full Chorus
5:00	Dinner
6:30	Report for Evening Concert
7:00	Public Concert

Proposed Schools to be Invited

Altamont-Labette County
Buffalo-Altoona-Midway
Burden-Central
Burlington
Caney-Caney Valley
Cedar Vale
Chanute
Cherokee-Southest
Cherryvale
Chetopa
Coffeyville-Field Kindley
Columbus
Erie
Eureka
Fort Scott
Fredonia
Galena
Garnett
Girard
Howard-West Elk
Independence
Iola
Longton-Elk Valley
Oswego
Pittsburg
Riverton
Sedan
Thayer
Yates Center

KANSAS STATE HIGH SCHOOL
ACTIVITIES
ASSOCIATION, INC.

520 West 27th Street, Box 495; Topeka, Kansas 66601-0495; PH 913 235-9201; NELSON L. HARTMAN, EXECUTIVE DIRECTOR
Assistant Executive Directors: Kaye B. Pearce, Dick Brown, Claire Casselman, Victor R. Sisk, Gary Musselman; Rheinetta Doty, Office Manager
Member of the National Federation of State High School Associations

April 25, 1989

Ray Rothgeb
Music Department
Independence Community College
College Avenue & Brookside Drive
Independence, KS 67301

APPROVAL - SEK CHOIR FESTIVAL - OCTOBER 7, 1989

Thank you for your letter requesting approval of the SEK Choir Festival to be held at Independence Community College on Saturday, October 7, 1989.

Following a discussion of its contents, we are in a position to approve your event for the 1989-90 school year.

The Kansas State High School Activities Association would like to take this opportunity to commend you for holding the above-mentioned event on a Saturday, and thus, helping to resolve the issue of the loss of instructional time during the school day of the academic year.

Victor Sisk/rd
Victor R. Sisk, Assistant Executive Director

rd

EXECUTIVE BOARD: President Don Hague, Peabody; Vice President Don E. Day, Axtell; Secretary-Treasurer Robert Graham, Fredonia Jr.; Jerry Baumgardner, Emporia
Dean Gilstrap, Arkansas City; Gerry Harris, Marion; Jim Menze, Haven; Marvin Stark, Colby; Dan Stwalley, LaCgyne-Prairie View

SOUTHEAST KANSAS FESTIVAL CHOIR
INFORMATION SHEET

PURPOSE: To provide SEK High School choir students an opportunity to perform in a festival choir.

ACTIVITY: Choirs from Southeastern Kansas high schools are invited to participate in the festival choir. Students will rehearse throughout the day and present a full concert in the evening. A schedule is attached. Neither student nor individual groups will be judged, ranked or rated.

SPONSORSHIP: This event is sponsored by the music department of Independence Community College, Independence, KS. Mr. Ray Rothgeb, Director of Vocal Music, will act as clinician for the choir. Choir directors are invited to conduct one of the festival numbers during the rehearsal and on the evening concert. Directors are asked to indicate their intent on the enclosed registration form. The number of high school choir directors conducting will be determined by the number expressing interest.

INDIVIDUAL CHOIR PERFORMANCES: Each choir is invited to perform for the festival participants during the afternoon rehearsal or during the evening performance. This is an opportunity for schools in the area to share their choral experience. Choirs wanting to perform should indicate their intent on the enclosed registration form.

REGISTRATION: To participate in the SEK Festival Choir complete the attached registration form and return it to:

INDEPENDENCE COMMUNITY COLLEGE
Music Department
College Ave & Brookside Dr.
Independence, KS 67301

MUSIC: It would be helpful if no more than two students would share music. If your budget does not permit you to purchase enough music please call me at 316-331-4100 ext. 241.

The Water Is Wide, Zaninelli, Shawnee Press, #A616
Oh Love Divine, Handel/Morell, Carl Fischer, #ZCM 108
Five Hymns In Popular Style - #3. Nearer, my God to thee, Gardner, Oxford Univ Press, #42.872
Miserere Mei, Lotti, Boosey & Hawkes, #1938
Daniel, Daniel, Servant of the Lord, Moore, Jenson, #487-40083
***Come Ye Sons of Art**, Purcell/Haverlan, , Kjos, #5977
All I Ask of You, Webber, H.L. Leonard, #08637081
Battle Hymn of The Republic, Wilhousky, Carl Fischer, #CM4743

*District Choir Audition Number.

TO PURCHASE MUSIC: Music for the festival may be purchased from your local music store. Copies are also in stock at:

Senseney Music, 1407 E. Harry, Wichita, KS 67301
Ph: 1-800-362-1060

SOUTHEAST KANSAS FESTIVAL CHOIR
SCHEDULE

9:00 AM	Registration	ICC Field House, North Side of Campus
9:30	Rehearsal - Full Choir	ICC Field House
10:15	Sectionals	Soprano - ICC Field House Alto - William Inge Theatre Tenor - Lecture Hall Bass - Music Hall
11:15	Rehearsal - Full Choir	ICC Field House
12:30	Lunch	
2:00	Rehearsal - Full Choir	ICC Field House
3:15	Break	ICC Union
3:45	Visiting Choirs Perform	ICC Field House
4:15	Rehearse with ICC Band	ICC Field House
5:15	Dinner	Your Choice
6:30	Report for evening concert	ICC Field House
7:00	CONCERT - No charge Open to the public	ICC Field House

SOUTHEAST KANSAS FESTIVAL CHOIR
REGISTRATION

The ______________________________ choir or choir members will
SCHOOL NAME
participate in the 1989 SEK Festival Choir event.

PARTICIPATION:

NUMBER OF SOPRANOS ATTENDING ________

NUMBER OF ALTOS ATTENDING ________

NUMBER OF TENORS ATTENDING ________

NUMBER OF BASSES ATTENDING ________

TOTAL NUMBER OF STUDENTS ATTENDING =========

CAMPUS DINING:

Approximate number of students that will eat on campus. ________

DIRECTOR/CHOIR PARTICIPATION:

I would like to rehearse one number with the festival choir and direct that number in the evening public concert. YES NO

If YES,
indicate which number ______________________________

My choir will perform for the Festival Choir during the afternoon rehearsal. YES NO

My choir would like to perform during the evening public concert. YES NO

FEES & ROSTER:

Please enclose a school check or purchase order for $25.00 with this form along with the ROSTER. DEADLINE 9/25/89.

SIGNATURES:

______________________________ ______________
CHOIR DIRECTOR DATE

______________________________ ______________
ADMINISTRATOR DATE

Independence Community College

August 25, 1989

Dear ,

Enclosed is information for the Southeast Kansas Festival Choir to be held October 7, 1989 at Independence Community College. It is our hope that your choir will be able to participate in this event.

A list of songs is included. These titles should be available at most music stores in the area. I will contact each participating school after receiving the "Registration Form" and receiving your check or PO.

This activity is approved by the Kansas State High School Activities Association. The concert is open to the public. Your area media will receive information for publication regarding your choir's participation.

Choir directors are invited to conduct in the rehearsal and performance. If your choir would like to perform for the festival choir during the afternoon rehearsal, please express that desire on the enclosed form.

We are looking forward to an exciting day of choral music. I look forward to hearing from you soon.

Sincerely,

Ray D. Rothgeb
Director of Vocal Music Activities

Enclosure

RDR:tgs

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

&NAME
&SCHOOL
&ADDR
&CITY

Mr. Neill Wheeler
Labette County High School
Box 407
Altamont, KS 67330-0407

* Becky Blaes
Labette County High School
Box 407
Altamont, KS 67330-0407

Dr. Owen Modeland
Altoona Midway High School
R. R. #1
Buffalo, KS 66717-9801

* Mr. Michael Packard
Altoona Midway High School
R. R. #1
Buffalo, KS 66717-9801

Bob J. Wesbrooks
Central High School
Box 128
Burden, KS 67019-0128

* Marlene Regehr
Central High School
Box 128
Burden, KS 67019-0128

Mr. Dan Mueller
Burlington High School
830 Cross
Burlington, KS 66839-1198

* Chris Copeland
Burlington High School
830 Cross
Burlington, KS 66839-1198

Mr. Carlton G. Allen
Caney Valley High School
R. R. #1
Caney, KS 67333-9801

* Mr. Steve Gordon
Caney Valley High School
R. R. #1
Caney, KS 67333-9801

* Music Teachers

* Dana Hendrix
Cedar Vale High School
Box 458
Cedar Vale, KS 67024-0458

Dr. James L. Day
Chanute High School
400 S. Highland
Chanute, KS 66720-2410

* Mr. Russell Vallier
Chanute High School
400 S. Highland
Chanute, KS 66720-2410

* Mr. Robert L. Estes
Southeast High School
R. R. #1
Cherokee, KS 66724-9801

Ron Childress
Cherryvale High School
7th & Carson
Cherryvale, KS 67335

* Maida Kirk
Cherryvale High School
7th & Carson
Cherryvale, KS 67335

Mr. John L. Presnall
Chetopa High School
R. R. #1, Box D-1
Chetopa, KS 67336-9801

* Mr. Alan Paxson
Chetopa High School
R. R. #1, Box D-1
Chetopa, KS 67336-9801

Dr. Robert D. Goodwin
Field Kindley High School
8th & Roosevelt
Coffeyville, KS 67337

* Mr. Steve Kimball
Field Kindley High School
8th & Roosevelt
Coffeyville, KS 67337

Mr. Jack Leake
Columbus High School
Box 267, 500 West Maple
Columbus, KS 66725-0267

* Carol Mead
Columbus High School
Box 267, 500 West Maple
Columbus, KS 66725-0267

Mr. Roy Bishop
Erie High School
Box 68, 410 W. 3rd
Erie, KS 66733-0068

* Krista Hartzell
Erie High School
Box 68, 410 W. 3rd
Erie, KS 66733-0068

Mr. Charles Schooler
Eureka High School
R. R. #2, Box 250
Eureka, KS 67045-9802

* Patricia Jantz
Eureka High School
R. R. #2, Box 250
Eureka, KS 67045-9802

Mr. Jim Lentz
Fort Scott High School
1005 S. Main Street
Fort Scott, KS 66701-2697

* Pat Harry
Fort Scott High School
1005 S. Main Street
Fort Scott, KS 66701-2697

Mr. Eugene S. Haydock
Fredonia High School
200 North 7th Street
Fredonia, KS 66736-1314

* Emagene Walton
Fredonia High School
200 North 7th Street
Fredonia, KS 66736-1314

Floyd W. Farris
Galena High School
8th & Lincoln
Galena, KS 66739

* James Harris
Galena High School
8th & Lincoln
Galena, KS 66739

Darrell Kellerman
Garnett High School
301 North Oak
Garnett, KS 66032-1099

*Paul Massey
Garnett High School
301 North Oak
Garnett, KS 66032-1099

J. E. McFarland
Girard High School
401-15 North Summit
Girard, KS 66743-1199

*Janis DeChicchio
Girard High School
401-15 North Summit
Girard, KS 66743-1199

Dennis M. Murray
West Elk High School
Box 278, S. Hwy. 99
Howard, KS 67349-0278

*Mark Torkelson
West Elk High School
Box 278, X. Hwy. 99
Howard, KS 67349-0278

Joanne Brookshier
Independence High School
1301 North 10th Street
Independence, KS 67301-2299

*Jodie Russell
Independence High School
1301 North 10th Street
Independence, KS 67301-2299

Keith King
Iola High School
300 East Jackson
Iola, KS 66749-2992

*Marilyn Loehr
Iola High School
300 East Jackson
Iola, KS 66749-2992

Ray Funk
Elk Valley High School
Box 87
Longton, KS 67352-0087

* Jennifer Bradley
Elk Valley High School
Box 87
Longton, KS 67352-0087

Dennis Perkins
Neodesha High School
1000 North 8th Street
Neodesha, KS 66757-1399

* Dale McDaniel
Neodesha High School
1000 North 8th Street
Neodesha, KS 66757-1399

Larry Anderson
Oswego High School
Box 129
Oswego, KS 67356-0129

* Kristin Redburn
Oswego High School
Box 129
Oswego, KS 67356-0129

George V. Tignor
Parsons High School
3030 Morton
Parsons, KS 67357-4499

* James Kindall
Parsons High School
3030 Morton
Parsons, KS 67357-4499

Dr. Jack Barnett
Pittsburg High School
1978 East 4th Street
Pittsburg, KS 66762-9101

* Polly Wallace
Pittsburg High School
1978 East 4th Street
Pittsburg, KS 66762-9101

Bill L. Sweeten
Riverton High School
Box D
Riverton, KS 66770-0160

* Hollis Propst
Riverton High School
Box D
Riverton, KS 66770-0160

Michael Pond
Sedan High School
416 East Elm Street
Sedan, KS 67361-1499

* Roselyn Sweaney
Sedan High School
416 East Elm Street
Sedan, KS 67361-1499

Jim Clayton
Thayer High School
Box 278
Thayer, KS 66776-0278

* Ray Essington
Thayer High School
Box 278
Thayer, KS 66776-0278

Jerry A. Hudson
Yates Center High School
Box 160, 105 W. Bell
Yates Center, KS 66783-0160

* Joseph Brown
Yates Center High School
Box 160, 105 W. Bell
Yates Center, KS 66783-0160

APPENDIX L

Festival Orchestra

Proposed Orchestra Festival
Request for KSHSAA Approval
KSHSAA Approval

Independence Community College

MEMO

To: President McDowell and Dean Romine
From. Dr. Dan Frizane
Re: Proposed orchestra festival this fall
Date: May 25, 1989

I thought it best to get this in writing even though I discussed it at different times with both of you. I am working on lining up an all-day festival for high school orchestras in this area. So far 8 schools will be participating with around 90-100 students coming. We will rehearse all day and present an evening concert. The different teachers coming will select and rehearse one number each with the mass orchestra, and I will also conduct, representing ICC.

All this will be in the gym, and will be either Oct. 14 or 21, to be determined. Food service has been notified, and Rob says there will be no problem feeding the students. With myself and other teachers directing, there will be expenses for outside clinicians. Each orchestra will purchase its own music, and we can use our own equipment (chairs, stands) or borrow from the high school for the day. Students will buy lunch for themselves.

This will be an opportunity to bring students on our campus and fill a need for such a music festival in SE KS which is not being met in other ways. I will fill out the room reservation form when the date is decided on. I will also have the date put on KS State Activities Assoc. calendar; I have been in touch with them to clear these dates tentatively. If I don't hear otherwise, I assume I can go ahead with final plans. Should be a fun day, and a great way to encourage interest in ICC. Mr. Mike Havay, a fine violinist in town, will be concert master for the orchestra, and will perform a solo. He has expressed interest in teaching on our faculty as an adjunct member, and he will be introduced as such. For string players who cannot attend a four year school we can offer his instruction and our music program (including community orchestra) as an incentive to come to ICC. He has music degrees from PSU in violin.

This is not to be confused with the State Music Contest for bands and choirs which will be April 5, 1990. This I cleared with you both already, and is on the calendar. That day is a Thursday.

Thank you for your continued support.

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

Independence Community College

To: Mr. Victor Sisk
Music Coordinator
Kansas State Activities Asso.

May 26, 1989

Dear Victor,

I wish to formally request approval for the first annual (I hope) SE KS ORCHESTRA FESTIVAL.

Date: Saturday, Oct. 14, 1989, 10 AM to 8 PM.

Site: Independence Community College, Independence, KS

Schedule:	Arrival	9:30-10:00 AM
	Rehearsal	10:00-12 Noon
	Lunch	12:00-1:00 PM
	Rehearse	1:00-2:00
	ICC Concert/ Teachers' Recital	3:00-4:00
	Rehearse	4:00-5:30
	Supper	5:30-6:30
	Concert	7:00-8:00

Schools taking part: Independence H.S.
Riverton H.S.
Fort Scott H.S.
Parsons H.S.
Pittsburg H.S. (all KS)
Joplin (MO) H.S.
Bartlesville (OK) H.S.

Purpose: To give talented string players in the high schools' string programs of SE KS and two nearby areas the opportunity to meet together, rehearse, and perform in a FULL orchestra. At the height of the marching band season this gives such students something to anticipate and work towards. Furthermore, because of the prominance of fine band programs in the area, these students usually meet as only string orchestras; this festival will include talented wind and percussion players from area high schools (to be selected) and will give strings a FULL orchestra experience, the kind of orchestra most well known and most orchestra literature is written for. The wind and percussion students will also receive this full orchestra experience. Last, but not at all least, it gives directors in these programs, some of whom have inherited weak or non-existant string programs, the opportunity to work with a large, full orchestra: selecting, rehearsing, and conducting literature of their choice.

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

KANSAS STATE HIGH SCHOOL
ACTIVITIES
ASSOCIATION, INC.

520 West 27th Street, Box 495 ☐ Topeka, Kansas 66601-0495 ☐ PH 913 235-9201 ☐ NELSON L. HARTMAN, EXECUTIVE DIRECTOR
Assistant Executive Directors: Kaye B. Pearce, Dick Brown, Claire Casselman, Victor R. Sisk, Gary Musselman; Rheinetta Doty, Office Manager
Member of the National Federation of State High School Associations

June 8, 1989

Dan Frizane, D.M.A.
Instructor, Instrumental Music
Independence Community College
College Avenue & Brookside Drive
Independence, KS 67301

APPROVAL - SOUTHEAST KANSAS ORCHESTRA FESTIVAL

Thank you for your letter requesting approval of the Southeast Kansas Orchestra Festival to be held at Independence Community College on Saturday, October 14, 1989, beginning at 9:30 a.m. and concluding at 8 p.m.

Following a discussion of its contents we are in a position to approve your event as listed above for Kansas schools. Since schools from Oklahoma and Missouri are being invited, it will be necessary for us to submit sanction forms to those two states. Upon receipt of approval, we shall forward the forms to you.

The Kansas State High School Activities would like to to take this opportunity to commend your school for hosting a Saturday event and thus, helping to resolve the loss of instructional time during the school day of the academic year.

Victor R. Sisk

Victor R. Sisk, Assistant Executive Director

rd

EXECUTIVE BOARD: President Jim Menze, Haven; Vice President Dean Gilstrap, Arkansas City; Secretary-Treasurer Jerry Baumgardner, Emporia; Larry Anderson, Oswego; Dr. C. Derril Gwinner, Ellsworth; Mike Kastle, Ransom; Robert E. Overstreet, Ozawkie-Jefferson West Middle; Duane H. Rankin, Cimarron; Dan Stwalley, LaCygne-Prairie View

APPENDIX M

Brigadoon Attendance & Ticket Information

BRIGADOON ATTENDANCE & TICKET INFORMATION
3/9/89

	Attendance			Passes		
	Adult	Student	Total	Adult	Student*	Total
Thursday	174	26	200	54	1	55
Friday	210	87	297	80	1	81
Saturday	95	24	119	34	4	38
	-------	-------	-------	-------	-------	-------
	479	137	616	168	6	174
Cash Value	$1,916	$274	$2,190	$672	$12	$684
Cash Received			$1,407			$1,407
			-------			-------
Cash Value of Passes & Comps			$784	TOTAL		$2,091
Cash Value of Total Attendance			$2,190			
Less Cash Value/Passes & Cash			$2,091			

Cash Value of Comp Tickets			$100			
Average Value	$2.57	$1.28				

*Does not include ICC student passes. ICC student passes were counted with the adult passes.

NARRATIVE

The total value of all tickets received at the door was $2,190 with actual cash receipts of $1,407 . This represents a difference of $783.00 . This includes the cash value of college pass and complemtary tickets. College passes comprise $684.00 of the difference. The actual number of passes and activity tickets was 174 . This represents 28.25% of the total attendance.

APPENDIX N

KSHSAA Music Festival

Request for sites
Memo RE: State Festival for high school bands & choirs

KANSAS STATE HIGH SCHOOL
ACTIVITIES
ASSOCIATION, INC.

520 West 27th Street, Box 495; Topeka, Kansas 66601-0495; PH 913 235-9201; NELSON L. HARTMAN, EXECUTIVE DIRECTOR
Assistant Executive Directors: Kaye B. Pearce, Dick Brown, Claire Casselman, Victor R. Sisk, Gary Musselman; Rheinetta Doty, Office Manager
Member of the National Federation of State High School Associations

May 9, 1989

TO: Dr. Daniel Frizane - Independence Community College
FROM: Victor R. Sisk, Asst. Executive Director
RE: Music Festival Sites -- 1990

In a continuing effort to improve and upgrade the music program in Kansas as sponsored by the KSHSAA and to aid in obtaining the finest services available from top music adjudicators, we are making this request.

Will your facilities be available to host a KSHSAA music festival for schools in your area? Once sites are finalized we hope then to issue adjudicator contracts before school opens this Fall!

Please return the enclosed post card with what, we hope, will be a positive response! Thank you.

Music Festival Dates, 1990

Regional Music Festivals -- Solos & Small Ensembles
  Class 3-2-1A - Saturday, March 24
  Class 6-5-4A - Saturday, March 31

State Music Festivals -- Large Groups
  Wednesday, April 4
  Thursday, April 5
  Friday, April 6

State Music Festivals -- Solos & Small Ensembles
  Saturday, April 21.

sm
encl.

EXECUTIVE BOARD: President Don Hague, Peabody; Vice President Don E. Day, Axtell; Secretary-Treasurer Robert Graham

Independence Community College

MEMO

To: Administration of ICC

From: Music Department

Re: State Music Festival for high school bands and choirs

ICC has been asked to host the annual state music festival for high school bands and choirs next year. This would bring 400-500 students from high schools in this area that are 3A and 4A in size of student body. This is 108-174 students, and 175-393 students respectively. This includes many high schools in this area, such as Cherryvale, Neodesha, Caney, and Fredonia. A total of 19 high schools could have come last year I'm told, with 16 coming for this event.

Date: Thursday, April 5, 1990

Time: About 8 AM to 5PM.

Places: Gym (for bands) and Inge Theatre (for choirs) plus two adjoining large rooms for warming up ensembles. This could be music hall for the theatre, and the large room off the gym where there are aerobics classes. It would be good IF we could have some classrooms reserved as "home rooms," but this was not specifically requested.

Equipment: We would need to provide choir risers and piano for the Theatre, and chairs, music stands, the larger drums (bass drum, kettle drums, etc.) for the gym. ICC either already has these item or they can be borrowed from the high school.

Income: 25% of the entrance fees goes to the host school, which I am told should be $500-$1000.

Food: I talked with Rob from Food Service, and he says this should be no problem, knowing in advance the approximate numbers.

ICC Exposure: Besides just being here on campus, I will pursue our jazz band and Trends presenting an informal concert during lunch. We can perhaps have a table of literature about ICC in the performance areas.

We realize that this will be some inconvenience for us, and classes must continue, however, this is terrific exposure of our campus (if nothing else) to many area high school students. This is MORE than just for music dept.--many of these kids will return (we hope) to major in all our various programs of study here. The immediate reason is music, the long range benifits are for the college in

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

APPENDIX O

Recruitment correspondence

Independence Community College

September 28, 1987

Beth England
109 N. McGee
Caney, KS 67333

Dear Beth:

I enjoyed meeting you and visiting with you about Independence Community College. I hope I was able to answer any questions you might have about our school, and that you will plan to attend ICC next year.

I have given your name to the Humanities Department Chairperson, Leo Carvalho, and he will contact you in the near future. I hope that you will plan to visit our campus soon, and if you will call me collect at 331-4100, I will arrange a tour for you.

We hope you will use your activity pass to attend many of our functions this year so that you might get to know us better. If you have any questions about our school, please don't hesitate to contact me. Once again, it was a pleasure to visit with you.

Sincerely,

Debra A. Warner

DEBRA A. WARNER
Director of Continuing Education
& High School Relations

DAW:kc

Enclosure

cc: Leo Carvalho

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

Independence Community College

January 12, 1988

Beth England
109 N. McGee
Caney, KS 67333

Dear Beth,

Thank you for your inquiry about Independence Community College. We are a proud college with great institutional achievements. We take the time to work closely with our students to insure a successful Community College experience.

The Independence Community College Music Department offers a complete course of study for the music major. The course work prepares the student for a degree in Music Education. Among the activities and classes available to all college students are Jazz Band, Choir, applied music, class piano and music appreciation. The Choir performs a formal concert each semester in the William Inge Theatre as well as performances in the community.

Scholarships are available from a $50.00 performance scholarship to a tuition and books scholarship for music majors. We would be happy to speak with you more regarding scholarships.

I hope you have chosen ICC to explore your career opportunities. I had my start on a musical career from Independence Community College and I would be most happy to help you do the same.

Do come and join us! We offer a great college experience.

Sincerely,

Ray D. Rothgeb
Vocal Music Instructor

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

NAME Beth England
ADDRESS 109 N. McGee
CITY Caney STATE KS ZIP 67333
HOME TELEPHONE (316) 879-5306 Year of High School Graduation 1988
NAME OF HIGH SCHOOL Caney Valley High School
PROPOSED MAJOR AT I.C.C.: Music Education
MAJOR ACTIVITIES OF INTEREST: Vocal

☐ Football
☐ Basketball (Men's and Women's)
☐ Volleyball
☐ Cheerleading
☐ Tennis

☒ Vocal Music
☐ Instrumental Music
☐ Drama
  ☐ Acting
  ☐ Theatre

☐ Journalism
  ☐ Reporter
  ☐ Photographer

I would also like to receive:

Catalog
Application for Admission
☐ Application for Financial Aid
ry Contract

Post-it™ routing request pad 7664

ROUTING - REQUEST

Please
☐ READ
☒ HANDLE
☐ APPROVE
and
☐ FORWARD
☒ RETURN
☐ KEEP OR DISCARD
☐ REVIEW WITH ME

To Leo Carvalho

Since we have no official Vocal instructor, I am sending this info to you. Please contact her then return card to me.

From Thank you, Debbie Walker

Date 9/28/87

Independence Community College

January 22, 1988

Karen Ellis
1028 N. 12th, Box 94
Independence, KS 67301

Dear Karen:

I enjoyed meeting you and visiting with you about Independence Community College. I hope I was able to answer any questions you might have about our school, and that you will plan to attend ICC next year.

I have given your name to Ray Rothgeb, our vocal music instructor, Jill Warford, drama instructor, and Neal Head, women's volleyball coach, and they will contact you in the near future. I hope that you will plan to visit our campus soon, and if you will call me collect at 331-4100, I will arrange a tour for you.

We hope you will use your activity pass to attend many of our functions this year so that you might get to know us better. If you have any questions about our school, please don't hesitate to contact me. Once again, it was a pleasure to visit with you.

Sincerely,

Debra A Warner

DEBRA A. WARNER
Director of Continuing Education
& High School Relations

DAW:kc

cc: Ray Rothgeb
Jill Warford
Neal Head

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

August 23, 1988

Dear Bandmember,

I thought I would put my announcement of last night in writing. I am the new instrumental music teacher at ICC. I am anxious to be involved in the cultural life of Independence and SW Kansas in general. One way is to organize a community orchestra, and I invite you to consider being a part of our group. I have received the names of several string players, but we need a good core of winds and percussion as well. It will be sponsored thru the college, but will be considered something of a community service of the college for the area. I will plan to program not only orchestral classics but popular music as well, such as Broadway medleys, marches, and the like, appealing to a wide audience.

I said last night we would plan to meet on Thursday nights, BUT if another evening is more suitable, that is fine with me. Please let me know after the concert if you are interested (don't feel you are committing yourself), and what night(s) suit you. We would rehearse 1½ hours each week, and present at least a fall and spring concert, more if possible. Perhaps we can perform at some community functions as well.

I have been impressed with all the cultural opportunities here in Independence, and a community orchestra will fit right in. I have had the opportunity to direct such a group at a previous city (Tarkio, MO, where I taught at Tarkio College), and I am anxious to begin such a group here. I don't have to tell you the benefits of such a group, both for you and the community, so I hope you will consider being a part of the Independence Community Orchestra. We will not begin this week (to change what I said last night), but wait til next week to start, so we can determine the best evening. Thanks much for your interest. So see me afterwards. My lip will be numb but I can still talk!!

Sincerely,

Dan Frizane, D.M.A.

P.S. The ICC rehearsal hall is air conditioned!

✓

August 23, 1988

Dear ICC Instrumentalist,

First of all, welcome to ICC, for most of you at least as this may go out to former students as well. But if you are new, I know the feeling, as I am too. My family and I just moved to Independence a week ago so we are getting settled too.

I am the new band director here and I understand you play a band instrument. I am here to build a strong instrumental program and I need your help. About a dozen have enrolled in band, but we don't want you to miss out. Band meets three days a week, noon to 12:55 pm (not every morning at the crack of dawn!) and our first concert is a week from Sat., Sept. 3, in the football stadium. As an added feature to our concert, the football team has agreed to present entertainment before and after our halftime performance. Well, actually, we will be playing some rousing music for their playing inspiration, and we all hope they win! We will also be working on concert music for a fall concert in the theatre. In the spring we will arrange some trips to area high schools, and hopefully a short tour together. Besides pep band and concert band, I want to start a jazz band as soon as possible.

The music dept. offers a scholarship for playing in band of $50 for non music majors, and if you take 5 or more hours in music (one being in band) you will earn a scholarship of 16 credit hours and $50 for books per semester. Also, if you are in band (concert/pep - meets same hour) and in jazz band (will meet separate time, 1½ hours per week on week night to be determined), you will qualify for the 16 credit hour-$50 for book scholarship. (You must be taking at least 16 hours credit for this scholarship.) ICC is the fifth college where I have taught, and this is by far the most generous scholarship program I have seen. Why, we practically pay you to be in band! And you need not be a music major!!

I hope you will seriously consider this opportunity to perform in band. We would love to have you, and I know you will enjoy keeping up on your instrument while in college.

Please see me if you have questions, or, better yet, just drop in for our next rehearsal, MWF at noon in the music hall. Some school instruments are available, and I have several I can loan out from my collection also. Hope to see you!

Sincerely,

Dan Frizane, D.M.A.

Kay Kathgeb

Independence Community College

MEMORANDUM

TO: Faculty

FROM: Paula Hastings Paula

DATE: October 11, 1988

SUBJECT: Recruitment

Pursuant to my last recruitment visit, attached are photo copies of those students' Information Cards who are interested in your field of study.

I have contacted each of these students personally, mentioning the fact that you would also contact them. A contact made within 5 working days of this memo would be the most efficient. If you do not have a standard recruiting letter or access to a typewriter, please feel free to come to Student Services and dictate your letter to my secretary, Joycelyn Bise. She will type it for you and put it in your box for you to sign.

I would appreciate it if you would send me photo copies of the letters you send out so I can keep track of the number of contacts made. Thank you very much for your time and attention to this matter.

PH:jb

Attachments

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

Independence Community College

Dear Senior Band Student,

I am happy to visit your school today, and want to leave with you information about Independence Community College. I hope you will keep up on your instrument after high school no matter what your future plans are. At ICC you can do this in four different ensembles. The concert band plays a variety of music including recent contest-type overtures for band, transcriptions of older works by the masters, marches, Broadway medleys, pop tune arrangements, and the like. The jazz band performs new and classic "big band" charts. The pep band plays college marches and pop tune arrangements at all home football and basketball games. The community orchestra plays mostly classical literature but includes some lighter pop arrangements. All these ensembles can be taken for credit and rehearse and perform regularly. The concert and jazz bands go on short day tours each spring to area high schools like yours. I hope we can come your way.

We also have an outstanding band scholarship program at ICC. The music department offers a scholarship for playing in band or orchestra for $50, which more than covers tuition cost. If you take 5 or more hours of music subjects (which will include ensemble credit) you could receive a scholarship of 16 credit hours and $50 towards the cost of books. And, even if you are not a music major, if you are enrolled in two different ensembles you could receive a 16 credit hour/$50 scholarship as well. If you enjoy singing, one ensemble could be one of our two choirs on campus: a concert choir and a select swing choir named Trends. Why, we practically pay you to perform in our ensembles! If you seek either of the full scholarships (16 hours/$50 books), we only ask that you perform for us so that we can anticipate your contribution. This is not an audition to eliminate scholarship candidates. (There is a $7 student fee per sem. hour.)

Enclosed is a scholarship application. I invite you to consider being part of our instrumental music program. The enclosed booklet "Insight" tells about ICC in general. We recently received a 10-year accreditation from North Central, the highest and longest accreditation that they give any college. This recognizes the academic excellence of ICC better than anything we can say. Our graduates go on to state universities such as Pittsburgh, K. State, Wichita State, and Emporia with fully recognized associate degrees, good for two years of college credit. Why not stay at or near your home, commute, pay a fraction of state college tuition, enjoy a full and complete college experience, be part of a growing, solid band program, and still receive a strong and recognized two year college education? Please note the college's programs of study in the inside back cover of "Insight," and make your way to ICC! Good luck in your senior year, and thank you for your interest.

Sincerely,

Dan Frizane, D.M.A.
Instructor, Instrumental Music

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

Independence Community College

October 17, 1988

Makiko Harakawa
330 W 1st
Cherryvale, KS 67335

Dear Makiko,

I have been made aware of your contact with a representative of our college. I want to take this opportunity to express my interest in meeting you sometime soon. As vocal music instructor, I am always interested in new talent.

We at Independence Community College are proud of our college and work closely with our students to insure a successful community college experience. Our Music Department offers a complete course of study for the music major as well as courses to those who just enjoy performing. Among the activities available to all college students are Jazz Band, Choir, applied music, class piano and music appreciation. A new group called "The ICC Trends" performs in the community and tours in the SEK area. The Choir performs a formal concert each semester in the William Inge Theatre as well as performing in the community.

Scholarships are available from a $50.00 performance grant to a books and tuition scholarship. I would be happy to speak with you more regarding scholarships.

I hope you have chosen ICC to explore your career opportunities. You are obviously a goal oriented person to be looking ahead for career options. I had my start on a musical career from Independence Community College and I would enjoy helping you.

Do come visit us! We offer a great college experience.

Sincerely,

Ray D. Rothgeb
Director, Vocal Music

RDR:jb

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

E-12 [illegible]

Independence Community College

November 30, 1988

Jody Russell
Independence High School
1301 N. 10th
Independence, KS 67301

Jody,

I have sent the enclosed letter to the attached list of Indy Ensemble students. I hope it is not to early to make offers for next year. I feel it is necessary to have this done prior to the Christmas vacation as other institutions are doing so.

I enjoyed coffee yesterday. In case I don't have an opportunity to speak with you before Friday, we could do a couple of short 60's tunes and a Kirby Shaw arrangement of "When I Fall In Love" from 1952.

As far as a tune, to which words of inspiration about our chamber are to be ascribed, I will work with whatever you think is appropriate. If Tim has strong feelings about a number then I can work with his tune. Whatever!

Ray

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

Bergsten, Pam 201 E. Sycamore Independence 67301

Borkland, Kaki 2832 S. 11th Independence 67301

Fitzpatrick, Kim RR #1 Woodland View Independence 67301

Hester, Robin 2320 Gary Independence 67301

Nichols, Jeff 934 Crescent Drive Independence 67301

O'Shields, Jim RR #1 Independence 67301

Smith, Kathy 316 N. 11th Independence 67301

Williams, Joel RR #4 Independence 67301

MEMO

DATE: November 30, 1988

TO: Faculty

FROM: Ray Rothgeb

RE: Vocalists for Chorale

Attached is a list of students that have had some singing experience. In your advisory role with these students I would appreciate it if you could encourage their participation in Chorale.

Chorale is a 1 hr. course that meets on Tuesday and Thursday at 11:00 AM. One hour of Chorale will transfer as a Humanities elective to the Regents schools. Chorale will be involved with a spring musical, and will participate in an area tour and spring concert.

Thank you for you assistance.

Austin, James 615 N. 8th Independence 67301

Benson, Gerod ICC Dorm J-4 Independence 67301

Bever, Dana RR #4, Box 216 Fredonia 66736

Bishop, Brent

Blumberg, Larry 2651 Eveningtideway Topeka 66605

Conners, Erin 300 Crestview Independence 67301

Cothern, April 116 N. 7th Neodesha 66757

Dyke, Dean

Eidson, Kelli

Ellis, Karen

Fields, Kelly

Goforth, Jean 1002 Washington Fredonia 66736

Harvey, Chris

John, Jason RR #4 Fredonia 66736

Johnson, Tommy

Kaminska, Sandy

Kemp, John

Kidwell, Laura

Killins, Bret 3300 Crown Drive Independence 67301

King, Steve Rt 2 Box 155 Independence 67301

Leibham, Darrin

Markham, Don

McKenzie, Travis

Pearce, Julie

Plasencia, Tina RR #2 - Box 264 Cherryvale 67335

Roberts, Shannon 916 E. Maple Independence 67301

Rorick, Kristin RR #1 - Box 28c Independence 67301

Roskob, Milissa

Sutter, Matt

Thyfault, Jody

Townley, Jeanette

Turner, Matt 1017 N. 4th Independence 67301

Weeks, Matt 517 S. 4th Independence 67301

Wilk, Lori

Wolfe, Rebecca ICC Dorm G-1 Independence 67301

Independence Community College

Dear Music Educator,

We are writing to you to inform you of summer school opportunities at I.C.C. this summer. Our music department is offering a variety of classes to enhance your work as a music teacher or church choir director in SE Kansas. We want to be of service to meet your needs and in the process to get to know you better. Perhaps you know of someone who may not be a professional educator in music, but has an appreciation for music and may enjoy our courses. Please pass along this information to them. There are no prerequisites for any of our courses. Teachers-please tell your students; any high school student who has completed fifteen (15) units of credit from an accredited high school and has a written recommendation from the high school principal may enroll in college courses.

There are two sessions of classes this summer. Tuition (in state) is $21 per credit hour ("subject to change due to legislative action"), and is payable in full when enrolling for classes. At least five must be enrolled for a class to be offered.

First session (May 31-June 29)

Music Appreciation 8:00-10:30 A.M. MTWH	Three (3) credit hours Mr. Ray Rothgeb, Instructor

Second session (July 5-August 3)

Modern Jazz (history & styles) 8:30-10:30 A.M. MTWT	Two (2) credit hours Dr. Dan Frizane, Instructor
Seminar in Church Music (historical development and appreciation of hymns) 1:00-3:00 P.M. MTWT	Two (2) credit hours Dr. Dan Frizane, Instructor
Music for Elementary Teachers 8:00-10:30 A.M. MTWT	Three (3) credit hours Mrs. Regina Hille, Instructor

Each session

Class Piano Lessons by appointment	One (1) credit hour Mrs. Regina Hille, Instructor
Private Lessons in Voice, Instrumental, Piano and Organ, by appointment	One (1) credit hour each Taught by Mr. Rothgeb, Dr. Frizane, or Mrs. Hille

Feel free to contact any of us if you have questions. Call us at I.C.C. or home (Rothgeb: 331-0108, Frizane: 331-2128, Hille: 331-0868). We look forward to meeting many of you.

Sincerely,

Dan Frizane, D.M.A.

Ray Rothgeb, M.M.E.

Regina Hille, B.M.

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

Independence Community College

Feb. 3, 1989

Dear Area Band Director,

I would like to invite you and your students, especially your trombone students to a special "evening of trombones." This two part program will include a recital by myself, and the first formal appearance of a group of Independence/Coffeyville trombonists called the SE KS Trombone Ensemble. Together we will be playing selections from many periods of music, including the music of Bach, Haydn, Guilmant, Galliard, and lighter selections from Pederson, Pryor, and Fillmore. The program should be about 1¼ hours in length. Please post the enclosed flyer and call it to the attention to your favorite players, the trombone section! Everyone is invited.

At this time of year I know you are getting ready for contest time. Need assistance, or a second opinion, or someone else to say what you have been stressing and they don't believe you?? Feel free to call on me to come and assist in any way I can--work with an ensemble, soloists, or your band. Tuesday is a good day for a morning practice, but Thursday is OK if I switch a lesson, which I can do with notice. I would like to be of service.

Also, we are trying to build a strong band program here at I.C.C., and I know you would like to see your seniors continue in band in college. Let's get together. We have an excellent scholarship program that in effect pays students to be in band, and, if they like to sing and would be in choir, we can offer a full 16 hour/$50 book scholarship from our department, and they DON'T have to be a music major. Feel free to duplicate and pass along the enclosed letter to your seniors, or, I would prefer, send me their names, addresses and phones (if permitted) and I will contact them direct. No high pressure sales pitch, just an opportunity to let them know what I.C.C. has to offer. I know they are getting pulled in every direction, and I don't want to add to their confusion. However, our combination of programs, curriculum, and band opportunities may be what they are looking for. Fill out the enclosed return form and mail in postage-paid envelope. We also have a fine community orchestra that students can receive credit to be in, and they can be in both band and orchestra to receive a full scholarship. I appreciate you assistance very much, and, as I said, let me be of assistance to you.

Sincerely,

Dan Frizane, D.M.A.
Instructor, Instrumental Music

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

Independence Community College

Feb. 16

Dear I.C.C. Student prospect,

I know that's a terribly impersonal way to address you, but to save time I am sending out this letter to the many of you I contacted by mail and phone and perhaps visit during this school year at sometime about attending ICC. I promise I will write a personal message on each letter to you. Some of you have already applied and are planning to come to ICC--great! I look forward to having you in band and assure you that we will develop the finest band program (or orchestra, as some of you are string players) that we can have here. I can assure you of the administration's support for our program and know that they do appreciate our efforts because we do represent ICC when we perform. Some of you may still be undecided about future plans, and I want to renew my interest in having you come and be a part of our program.

As I said in my earlier correspondence, we have three bands: pep, concert, and jazz. We meet three days each week, MWF, 12 noon to 1:00 PM. We play a variety of good music suitable for each group, and we "become" whatever of the three bands we need to be to prepare for what's coming up. The same students are in all three bands, so really one band, three styles. This spring we will perform at Competition Day, March 7, and if you will be here for that, catch our informal concert at the Student Union 11-12 noon that day. We will also play a spring concert here April 23, 3 PM (consider yourself invited), and appear in five area high schools for assembly concerts in late April. For string players, we have a fine community orchestra which presents classical concerts and also plays for our annual musical. This year it is "Brigadoon," and it will be presented March 2, 3 (7:30 PM), and 4 (3 PM). Consider yourself invited to that too! Orchestra meets once a week, Sunday afternoons or a week night evening to accommodate our community members. You can receive credit for orchestra as well as band. We also have a full vocal music program directed by my collegue Mr. Ray Rothgeb, including the concert choir and swing choir, "Trends."

Just to be in our ensembles, one of them, for credit, you will receive a $50 scholarship. If you are in two ensembles, you will receive a FULL 16 hour/$50 book scholarship. And you do NOT have to be a music major! For majors (5 credit hrs. of music or more) the same scholarship applies. (Students must pay a $7/credit hr. fee not included in scholarship.) For the full scholarship we like to hear you perform so we will know your abilities, but it's yours if you come to ICC and qualify by taking the number of hours and being in ensemble(s). If you have not decided on your future school yet, consider ICC. We received recently a 10 year accreditation from North Central Asso., which evaluates all colleges. 10 year is the longest they give, so we are SOUND academically. We design our programs of study for your first two years of college, and our costs are about half of the area regency 4-year colleges and Universi-

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Independence Community College

Feb. 22

Dear Cherryvale Senior Band Member,

Thank you for the opportunity to visit with you last Friday. Altho only three of you came by, I was glad I could tell you about opportunities at I.C.C. I hope all of you read over my letter about band at I.C.C. and noted the scholarships available (and you don't have to major in music to receive a full 16 hour/ $50 book scholarship at I.C.C.!) and the groups, both vocal and instrumental, you can be a part of here. Please keep us in mind as you make your plans for the future.

I enjoyed working with you at practice. You all really sound quite good, and seniors in band, those who "stuck it out" over a period of years, deserve much of the credit. I know Mrs. O'Shields appreciates your participation. Many band kids drop out sometime before their senior year, as you know and she knows. I wish you success at District contest this year, and in your personal graduation plans as well.

Enclosed is a complimentary ticket to our upcoming presentation of "Brigadoon." We will have a 30-piece orchestra to accompany this fine musical. Some are from your community. Try to attend. I look forward to our visit to Cherryvale on Thursday, April 20, to present an assembly concert of our concert and jazz bands for you all. In the meantime, thanks, and keep us in mind.

Sincerely,

Dan Frizane, D.M.A.
Instructor, Instrumental Music

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

Independence Community College

for the Buccaneer.....thank you

INSTRUMENTALLY SPEAKING...

This spring finds the instrumental ensembles of ICC involved in a variety of concert appearances, both on and off campus. After a successful performance for the musical "Brigadoon" last month, the ICC Community Orchestra is busy preparing a final spring concert on Sunday, April 23, at 3:00 in the Inge Theatre. The orchestra, under the direction of ICC music teacher Dan Frizane, will perform works by Mendelssohn, Bizet, Frescobaldi, an entire Haydn symphony (No. 95, the "Queen"), and conclude with a medley of Irving Berlin songs. Also included on the program will be the ICC Band, playing among other selections two compositions that will feature local music teachers as soloists. Mr. Duane Bechtle will be soloist on [redacted] "Concertante" for tuba and band, and Mr. Don Farthing will perform "Clarinastics" with the band on his clarinet, naturally! The concert is free and everyone is invited.

The ICC will be visiting five area high schools on a series of tours. On April 20 the Band will visit Cherryvale, on the 21st, Altoona/Buffalo Midway and Neodesha, and on the 27th Sedan and Caney. The programs will feature mostly jazz selections.

The first week of May will see the ICC and CCC Bands combine for a final concert of the year together. The program will include selections by both school's jazz bands, to be followed by several concert selections played together. Mr. Jan Zubeck, CCC band director, and Dr. Dan Frizane, ICC band director, are sharing conducting responsibilities, as they have shared the selection of the program itself. A variety of medleys, marches, and concert music will be included. This program will be at CCC, Thursday, May 4, at 7:30 PM. All are invited and there is no admission charge.

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

Independence Community College

Dear ICC Student (or future student),

I would like to invite you to join the ICC band now that most of you have been here at least one semester you have a taste of college and I know hte demands on your time. The band meets 3 hrs. a week (M,W,F 12noon-1pm) and we would like to have you with us. There are 15 in band this fall semester, we have made a name for ourselves at ball games, concerts, Neewollah, and other activities, but we need to grow. This spring we'll go on a couple one-day tours to area high schools, as well as play on campus. Band scholarships are available so you pay nothing to be in band. School instruments are available for your use. You'll earn one hour credit and enjoy a good time with some of the finest kids ICC has to offer.

Yes, it does take some time but there's many musical and social benefits. For you new students, make ICC Band part of your campus life. I hope you will consider this opportunity. I invite you to hear our concert and jazz band at our fall concert, Dec. 6, at 7:30 p.m. in Inge Theatre. Hope to see you there.

Sincerely,

Dan Frizane, D.M.A.
Instructor, Instrumental Music

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

Independence Community College

I recently received your name from our recruiting office and am happy to see that you express an interest in I.C.C., and particularly in our band program. I am happy to tell you what we have to offer you. Presently we have three bands, the concert band which plays a variety of contest-type music along with transcriptions of older works, marches, Broadway medleys, pop tune arrangements, and the like; a jazz band which performs new and old "big band" charts; and a pep band which appears at all home football and basketball games. This group plays things like current pop/rock tunes along with college marches. The college also sponsors a community orchestra which performs mostly classical literature. All these groups rehearse and perform regularly, and the jazz and concert band will go on short tours in the spring visiting area high schools like yours. I hope we can come your way.

We also have an outstanding band scholarship program here at I.C.C., better than any other of the four colleges where I have taught-by far! The music department offers a scholarship for playing in band of $50 for non music majors, and if you take 5 or more hours in music (one being in band) you will earn a scholarship of 16 credit hours and $50 for books per semester. You need not declare a major in music to qualify for this, but you must be taking at least 16 credit hours. And if you enroll in more than one music ensemble (we also have a choir and swing choir) you can qualify for the 16 hour/$50 book scholarship. Why, we practically pay you to be in our groups! Even if you only seek the basic band scholarship of $50, you'll still get "paid" considering that our hourly tuition rate is only $19.

Enclosed is a scholarship application. I invite you to consider being part of our band program. The enclosed booklet "Insight" tells about I.C.C. in general. We recently received a 10 year accreditation from North Central, the highest and longest accreditation that they give. This recognizes the academic excellence of I.C.C. better than anything we can say. Our graduates go on to state universities such as Pittsburgh, K. State, K.U., Wichita State, and Emporia with fully recognized associate degrees, good for two years of college credit. Why not stay at or near your home, commute, pay a fraction of state college tuition, enjoy a full and complete college experience, be part of a growing, solid band program (for free!)* and still receive a strong and recognized two year college education? Please note the college's programs of study in the inside back cover of the booklet, and make your way to I.C.C. I'll be calling you about that very soon. Good luck in your senior year, and thanks so much for your interest.

(* STUDENTS ARE EXPECTED TO PAY $5 GENERAL FEE PER SEMESTER HERE)

Sincerely,

Dan Frizane, D.M.A.

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

Independence Community College

Feb. 23

Dear IHS Band senior and/or ICC pep band member,

I'd like to invite each of you to attend ICC's performance of Lerner and Loewe's musical, "Brigadoon." It will be presented next week, Thursday and Friday evenings, March 2 and 3, at 7:30 PM, and on Saturday, March 4, at 3 PM. Besides an elaborate set and costumes, we will have a 30 piece orchestra to accompany, including Mrs. Jones, Mr. Farthing, and several high school string players. It promises to be an excellent performance and I hope you can attend. To you seniors, this is another way you can see what ICC has to offer you; to you who have helped in our pep band this past BB season, this is a way to say thanks; to all of you it's just a way we can get together in our community and enjoy something. A complimentary ticket is enclosed. Hope to see you here next week! Ticket is good for any performance.

Sincerely,

Dan Frizane, D.M.A.
Instructor, Instrumental Music

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

ADMIT ONE $4.00

THE INDEPENDENCE COMMUNITY COLLEGE PRODUCTION
"Brigadoon"
William Inge Theatre
Thursday, March 2, 7:30 PM
Friday, March 3, 7:30 PM
Saturday, March 4, 3:00 PM

ommunity College

Feb. 22

Dear Peter,

Thanks so much for the visit yesterday with you all. I enjoyed playing with the jazz band and chatting with you. Glad I could visit with your seniors too. Enclosed is a short note to them along with tickets to "Brigadoon." I'm including two for your use too and hope you and your wife can see our production. We'll have a 30 piece orchestra for the performances.

April 4, Tuesday, appears to be fine for my next visit in Altamont. I'll look forward to working with the band, and, in the following hour, with your trombones. Thank you for that opportunity. If I don't hear from you otherwise, I'll see you then. I'll get in touch later just to confirm.

Thanks for your interest and support. You are doing a great job there and wish you good success in it. Let me know if I can help further. Please distribute letters to seniors, and thanks.

Sincerely,

Dan

Dan Frizane, DMA
Instructor, Instrumental Music

Independence Community College

March 29

Dear Derek,

I was glad to meet you yesterday at the high school. I also enjoyed sitting in on your band practice. As many times as I have heard and played "Stars & Stripes" I never tire of it--a classic march to be sure. Good luck at contest this spring.

Please look over the materials left about ICC. I understand your leaning to another college, but keep us in mind-scholarships, cirriculum, cost (lower than regency schools like Pittsburg), and distance from home. You can commute and still be a part of Fredonia activities.

Keep us in mind and check us out. I appreciate your consideration. Good luck the rest of your senior year.

Sincerely,

Dan Frizane, D.M.A.
Instructor, Instrumental Music

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

Independence Community College

PRESS RELEASE

TWO YEAR-END CONCERTS FEATURING ICC ENSEMBLES

On Sunday, April 23, at 3 PM the ICC Community Orchestra and Band will present a program at the Inge Theatre on the ICC campus. The Band will play a short overture based on the hymn tune known as "The Crusaders", a march, and then two selections featuring local music teachers as soloists. Mr. Duane Bechtle will perform "Concertante" for tuba and band, to be followed by "Clarinastics", performed by Mr. Don Farthing on his clarinet with the band. The 37-piece Community Orchestra will follow, playing selections by Bizet (from "Carmen"), Mendelssohn (a transcription by Dr. Frizane from a piano piece), Frescolbaldi ("Toccata"), Haydn (the entire "Queen" symphony, No. 85), and conclude the program with a medley of songs by Irving Berlin, including "White Christmas" and "Alexander's Ragtime Band." ICC instrumental instructor Dr. Daniel Frizane will direct the concert. Admission is free and all are invited.

On Thursday, May 4, at 7:30 PM, the bands of ICC and Coffeyville Community College will join forces for a program. Both schools' jazz bands will perform several selections, followed by concert selections performed together. Both bands are rather small, and this gives the students an opportunity to perform once together in a large group. Selections will include a variety of medleys, marches, and concert music. Mr. Jan Zubeck, CCC director, and Dr. Dan Frizane, ICC director, have shared in the selection of the program, and will also share the conducting duties. Throughout the year both have been involved in the SE KS Trombone Ensemble, and this is a natural result of their collaboration. This year the joint program will be at the CCC auditorium. Everyone is invited to attend this free concert, and it is hoped that many from Independence can come and support this joint Montgomery County collegiate band concert.

Independence Community College

April 11, 1989

I would like to thank you for the opportunity to present a concert at your school soon. The band members and I wish to express our appreciation for this opportunity. This letter is to confirm our coming on:

We will arrive about one half hour before the starting time to set up. If possible, we would like to have 15 chairs and music stands available at the concert area. We will bring along some literature about the programs, scholarships, and opportunities for your students in the future at ICC and make this available. My short (I assure you!) commercial will discuss recent accreditation of ICC, advantages of a junior college, and campus life opportunities. Our musical program will feature a variety of concert and jazz selections.

Again, my thanks for having us, and I hope you and your students enjoy our program.

Sincerely,

Dan Frizane, D.M.A.
Instructor, Instrumental Music

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

Independence Community College

April 13, 1989

We appreciate your interest in attending Independence Community College, and we look forward very much to having you be a part of our music ensembles next year. Our admissions office reports however that at present we do not have your completed scholarship application. We must have this in order to process your scholarship for fall classes. ICC has set May 1 as the deadline for the receipt of all full scholarship applications.

In order to receive a full 16 hour/$50 for books scholarship we require that you be in at least two ICC ensembles: Chorale, Trends, Band, or Orchestra. This includes of course regular attendance at rehearsals and concerts. Each ensemble meets from two to three hours each week for rehearsal, and the Band and Trends will perform off campus in area school assemblies about three days each year. All ensembles will present programs on campus and appear at local civic functions. Besides the scholarship, other benefits of participation include the pleasure of performance, social interaction, and the opportunity to continue your music training at the college level.

Please take a few minutes and complete the application now. There is no obbligation. Later on, this summer or when school begins in the fall, we would like to hear you perform for us. This will not affect your scholarship; it does give us an opportunity to assess your skills and know how best you can contribute to our program.

At ICC you can receive a full scholarship up to 16 hours (a normal full student load), plus $50 towards books, and you do not have to declare a major in music. We now have several students on full scholarship majoring in a variety of subjects. (For a music major scholarhip you must have at least 5 hours per semester in music subjects--normal in our music curriculum.) So send in your application today. We will be getting in touch with you. We look forward to having you at ICC!

Sincerely,

Ray D. Rothgeb, Vocal Instructor

Dan Frizane, Instrumental Instructor

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

Independence Community College

Steen Nielsen Sedan HS
Rt 2 Box 45
Elk City, KS
67344 673-9275

May 2, 1989

Dear Steen,

It was good to meet you last Thursday in Sedan and hear of your interest in ICC. We very much look forward to your being here next year. And it's always nice to meet a fellow trombone player! We are important people to this old world, and need to stick together! I'm so glad you'll be with us in band next year. We should have a bigger band than now, and I'm glad for that.

I hope you sent in your permission to enroll and scholarship application. My collegue, Mr. Ray Rothgeb, and I would like to hear you play sometime. When school starts in fall is fine. This is so we can have an idea of your abilities.

I hope your senior year finishes fine and that you have a good summer. Again, we look forward to your coming this fall. If you have any questions, please call me, at school or home (331-2128).

Sincerely,

Dan Frizane, D.M.A.
Instructor, Instrumental Music

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

Independence Community College

June 19, 1989

Dear ICC Band Member,

This letter is going out to all band members from last year, and all those I am anticipating being with us this coming year. I do want to keep in touch with you, and tell you that we will definitely have a bigger band this year than last. I am also pleased to report that all last year bandmembers who will be returning to ICC will be in the band once again, with one possible exception due to a major class conflict. I am especially pleased that this is the case. It's hard enough to start a new year without any veterans returning. It also shows we must have done something right for a 100% return of previous members. Thank you, veterans, for your continued support, and I look forward to having all you new bandmembers with us also. This should be a great year.

We will begin the year on a light note, with emphasis on pep band. Dates for home games are: Sat., Sept. 9; Monday, Sept. 18; Sat., Sept. 30; and Sat., Oct. 14, which is homecoming. Plan for these. We probably will have some help from community folks as last year, and I will invite high school seniors again for their assistance (also good for recruiting purposes), but I want ICC students to be the strength of the pep band at ICC games. Also, I will want the band (concert and jazz, the same people) to go out to some area high schools in late fall, probably November. We will also go in April as last year, but I think an early exposure will be good too. Keep that in mind. Our fall concert is scheduled for Sunday afternoon, December 3 with our community orchestra.

If you know of band students who will be attending ICC, let me know. I've contacted most all graduating seniors in area schools, but there may be older students returning, or others who I may have missed. I'll get in touch with them. If you have a pop tune you like that we could do, let me know, and I'll try to get. I don't keep up (hey, I'm old!!) and probably wouldn't know what's "big" these days. Help me out, here's your chance! This includes any favorites from your HS pep band days.

Any questions or suggestions, get in touch. Home phone-331-2128. Good to see several of you in town band Monday and Tuesday. I'm sure enjoying that. New students, be sure to get your applications in for scholarships if you are seeking a full (16 hr.) scholarship. The smaller $50 ones for being in band we will submit when school starts this fall. All of you can at least receive that. That pays for band and one other hour besides! (Remember ALL students must pay the $7 activity fee per credit hr.) If you need to play for me for full scholarship (only if I have never heard you) you can do that this fall if you wish. Have a great summer (goin' too fast!!) and I'll see you this fall.

Sincerely,

Dan Frizane, D.M.A.
Instructor, Instrumental Music

(I should also mention, even if sideways...- that we will play for Neewollah, both in the parade in our ICC bandwagon, and during the week in an evening, outdoor concert)
(Sat. afternoon aft the parade you are free to attend the band competition-I will too.)

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

Independence Community College

August 23, 1989

Dear Orchestra Member,

It's getting about time to "blow the blues right out of the horn..." or however you play your instrument. Mame is upon us, and the music has arrived. I hope you can be a part of our Mame/Neewollah orchestra this year. This is shaping up to be a fine performance.

I suggest we meet this Tuesday night for a run thru, and then weekly rehearsals. As before, attend all you can, and we do appreciate your contrubution for this production.

Aug. 29,	Tues.	7:30 PM	Music Hall at ICC
Sept. 5,	Tues.	7:30 PM	Music Hall at ICC
Sept. 10,	Sun.	2:00 PM	Music Hall at ICC
Sept. 17,	Sun.	2:00 PM	Music Hall at ICC
Sept. 25,	Mon.	7:30 PM	Music Hall at ICC
Oct. 1,	Sun.	2:00 PM	Municipal Auditorium
Oct. 8,	Sun.	2:00 PM	Municipal Auditorium
Oct. 12,	Thurs.	7:00 PM	Municipal Auditorium
Oct. 15,	Sun.	2:00 PM	Municipal Auditorium
Oct. 16,	Mon.	7:00 PM	Municipal Auditorium
Oct. 17,	Tues.	7:00 PM	Municipal Auditorium
Oct. 19,	Thurs.	7:00 PM	Municipal Auditorium
Oct. 20,	Fri.	7:00 PM	PERFORMANCE
Oct. 21,	Sat.	7:00 PM	PERFORMANCE
Oct. 22,	Sun.	1:30 PM	PERFORMANCE

Again, my thanks for your help. I look forward to working with you all once again. This coming Monday, Aug. 28, at the auditorium, there will be a read thru of the whole show. If you are not familiar with MAME, you may want to come and see what it's all about. I hope to see you this Tuesday for our first rehearsal. Attend all that you can. This is your invitation to be a part of our orchestra for this production.
Sincerely,

Dan Frizane, D.M.A.
Instructor, Instrumental Music

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

ACCOUNTING DEPARTMENT
PROGRAM REVIEW

Reporting Periods of 1986-87, 1987-88, and 1988-89

Prepared by
Christine Livingston

Independence Community College
Business and Applied Science Division
Accounting Department

Summer 1990

ACCOUNTING DEPARTMENT

PROGRAM REVIEW

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PROGRAM REVIEW

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VOCATIONAL PROGRAM REVIEW GUIDE

This instrument is intended to be used to direct a comprehensive vocational program review. It is intended to be used to document need for the program; strengths and weaknesses of the program; and to assist in the development of a narative addressing need, strengths, and weaknesses. Each component of each criterion will be evaluated as S (satisfactory), NI (needs improvement), or U (unsatisfactory).

LIST OF CRITERIA

CRITERION 1 Institutional Mission and Goals

[[✓ S] NI U] A. Establish that the program is consonant with the philosophy of the college.
[[✓ S] NI U] B. Establish that the program is consonant with the goals of the college.

CRITERION 2 Advisory Council Involvement

[[✓ S] NI U] A. List the names, addresses, and occupations of all program advisory council members.

[[✓ S] NI U] B. Provide minutes and/or other documentation of program advisory council meetings during which goals, objectives, strengths and weaknesses of the program were discussed.

[[✓ S] NI U] C. Document the program advisory council's belief that there is adequate vocational and employment potential for the program.

[[✓ S] NI U] D. Document the program advisory council's recommendations for improving the program, or addressing any deficiency of the program.

CRITERION 3 Labor Market Data

[S [✓ NI] U] A. Document the number of projected job openings for the program in the service area/region; in the state; and in the United States.

[S [✓ NI] U] B. Document projected percentage increase or decrease in annual replacement needs for the program for the next 10 years in the service area/region; in the state; and in the United States.

CRITERION 4 Comprehensive Needs Assessment

[[✓ S] NI U] A. Develop a survey to be administered to industries within business and which documents belief that there is need for the program; that area businesses and industries support and are willing to assist with and participate in the program; that area business and industries are willing to employ graduates of the program; and establishing the annual number of job openings related to the program as reported by businesses and industries in the service area.

[[✓ S] NI U] B. Establish the applicable number of businesses and industries in the service area, the number surveyed, and the return rate for the survey.

[[✓ S] NI U] C. Establish evidence of student interest in the program.

CRITERION 5 LEA Needs Assessment

[S [✓ NI] U] A. Survey and document enrollment in this or similar programs are area vocational technical schools, private colleges or universities, proprietary schools, or private training programs within industrial firms in the service area.

[S [✓ NI] U] B. Survey and document interest in and potential enrollment in the program at service area high schools.

[S [✓ NI] U] C. Document support for and/or perception of need for the program by administrators of LEA's in the service area.

CRITERION 6 Curriculum Analysis

[[✓ S] NI U] A. Document the courses in the program as it currently stands.

[[✓ S] NI U] B. Evaluate the content of the courses in the program in terms of scope, currency, and applicability to vocational skills:

[[✓ S] NI U] C. Evaluate the textual materials of the courses in terms of scope, currency and applicability to vocational skills.

[[✓ S] NI U] D. Evaluate the occupational objectives and competencies specified for each course.

[[✓ S] NI U] E. Evaluate the sequence of courses in the program as normally offered.

[[✓ S] NI U] F. Evaluate the extent to which courses in program have kept up with recent developments in the field affecting employability.

[[✓ S] NI U] G. Recommend courses alterations, additions, and/or deletions.

[[✓ S] NI U] H. Ascertain that a current course syllabus is on file in the office of the Dean of Instruction for each course in the program.

[[✓ S] NI U] I. Ascertain that each syllabus for each course contains the following material:
A detailed course outline.
Publication information relative to the proposed textbook.
A complete description of the course and its place in the curriculum.
A detailed list of course learning objectives.
A detailed list of competencies to be attained by students.
A descriptions of the method of instruction to be used.
A description of the method to be used to evaluate student performance.
A list of materials which students will need in order to take the course.
A list of applicable reference materials available to students who enroll in the course.

CRITERION 7 Instructional Analysis

[[✓ S] NI U] A. Document the credentials and qualifications of the instructors in the program.

[[✓ S] NI U] B. Evaluate the teaching effectiveness of the instructors in the program.

[[✓ S] NI U] C. Evaluate the method or type of instruction used by the various instructors in the program.

[[✓ S] NI U] D. Evaluate the method used to determine how effective the instructional process has been in achieving program objectives.

CRITERION 8 Facilities, Equipment and Materials Analysis

[[✓ S] NI U] A. Evaluate the facilities applicable to the program, as they relate to program objectives and competencies.

[[✓ S] NI U] B. Evaluate the equipment applicable to the program, as it relates to program objectives and competencies.

[[✓ S] NI U] C. Evaluate the materials applicable to the program (including library/media center holdings and acquisitions) as they relate to the program objectives and competencies.

[[✓ S] NI U] D. Establish facilities, equipment and materials needs, both short and long term, in the context of program objectives and competencies.

CRITERION 9 Enrollment

[[✓ S] NI U] A. Document the enrollment for each course of the program each year for the last three years.

[[✓ S] NI U] B. Establish the proper figure for each of the following catagories of program enrollment for each of the last three years.

Year 1986-87	
Number of students enrolled in the program	189
Student credit hours generated by the program	567
FTE Enrollment of the program	37.8

Year 1987-88	
Number of students enrolled in the program	196
Student credit hours generated by the program	588
FTE Enrollment of the program	39.2

Year 1988-89	
Number of students enrolled in the program	185
Student credit hours generated by the program	525
FTE Enrollment of the program	35

[[✓ S] NI U] C. Provide program enrollment projections for the next three years and explain them.

CRITERION 10 Cost COST INFORMATION NOT AVAILABLE FROM ICC BUSINESS OFFICE.

[S NI U] A. Establish the proper figure for each of the following categories of program cost for each of the last three years.

Year ________

Salaries	
Fringe Benefits	
Equipment purchases	
Equipment maintenance and repair	
Supplies	
Travel	
Total Cost	

Year __________
Salaries _______________
Fringe Benefits _______________
Equipment purchases _______________
Equipment maintenance and repair _______________
Supplies _______________
Travel _______________
Total Cost _______________

Year __________
Salaries _______________
Fringe Benefits _______________
Equipment purchases _______________
Equipment maintenance and repair _______________
Supplies _______________
Travel _______________
Total Cost _______________

CRITERION 11 Marketing Analysis

[[✓ S] NI U] A. Identify the target market for this program as it currently operates.

[[✓ S] NI U] B. Document the advertising/marketing efforts associated with the program as it currently stands.

[S [✓ NI] U] C. Evaluate the effectiveness of the advertising/marketing efforts associated with the program as it currently stands.

[[✓ S] NI U] D. Recommend alterations in the advertising/marketing efforts associated with the program.

CRITERION 12 Internal Procedures Analysis

[[✓ S] NI U] A. Evaluate advising effectiveness as related to the program.

[[✓ S] NI U] B. Recommend alterations of the advising process as related to the program.

[S NI U] C. Evaluate VE-3 and K-VED-1,2,3 reporting as related to this program.

CRITERION 13 Transfer

[S [✓ NI] U] A. Document the percentage of program enrollees who transfer to comparable university programs.

[S [✓ NI] U] B. Evaluate the effectiveness of the program in meeting the needs of transfer enrollees, through follow-up surveys or other similar means.

[[✓ S] NI U] C. Document the extent of program articulation with universities by providing evidence indicating that the courses in the program are transferable to each of the state universities and by providing evidence indicating that the courses in the program satisfy both program and course requirements for comparable programs at the state universities.

CRITERION 14 Placement and Demographics

[[✓ S] NI U] A. Document the number and percentage of program enrollees for the last three years who fall into the following categories.

Year 1986-87

Number	% of Total	
96	51	Adults returning to school
93	49	Recent high school graduates
149	79	Residents of the service area
43	23	Employed in the program field wide
93	49	Employed outside the program field while attending
53	28	Unemployed while attending
-	-	Completers employed in the program field
-	-	Completers transferring to comparable university programs.
-	-	Completers employed in other fields
-	-	Completers unemployed

Year 1987-88

Number	% of Total	
105	54	Adults returning to school
91	46	Recent high school graduates
163	83	Residents of the service area
51	26	Employed in the program field wide
86	44	Employed outside the program field while attending
59	30	Unemployed while attending
-	-	Completers employed in the program field
-	-	Completers transferring to comparable university programs.
-	-	Completers employed in other fields
-	-	Completers unemployed

Year 1988-89

Number	% of Total	
82	47	Adults returning to school
93	53	Recent high school graduates
130	74	Residents of the service area
35	20	Employed in the program field wide
93	53	Employed outside the program field while attending
47	27	Unemployed while attending
-	-	Completers employed in the program field
-	-	Completers transferring to comparable university programs.
-	-	Completers employed in other fields
-	-	Completers unemployed

[S [✓ NI] U] B. Evaluate the effectiveness of the placement component of the program through follow-up surveys of students placed, employers with whom students have been placed, or other similar means.

CRITERION 15 Survey of Previous Program Enrollees

[S [✓ NI] U] A. Survey former students and document their evaluation of the effectiveness of the program and their perception of its strengths and weaknesses.

CRITERION 16 Admissions Requirements

[✓ S] NI U A. List any requirements which limit or restrict admission to the program in some fashion, and justify such restrictions.

CRITERION 17 Outside Accreditation

[✓ S] NI U A. List all outside accrediting, licensing or certifying agencies or organizations which approve, review, and/or have in-put in the conduct or standards of the program, and explain the relationship of the program to any such agency listed.

CRITERION 18 Affirmative Action/Sex Equity

[✓ S] NI U A. Explain how this program effects the institution's commitment to affirmative action and sex equity.

CRITERION 1

INSTITUTIONAL MISSION AND GOALS

A. **Establish that the program is consonant with the philosophy of the college.**

The Independence Community College accounting department serves to provide an overall foundation for students to function successfully and literately in business and accounting. A curriculum is maintained to meet the needs of transer and non-transfer students by offering a comprehensive two-year program that leads to a four-year degree and career in accounting and a two-year terminal degree and career in accounting. Traditional and non-traditional student needs are addressed, as all students are afforded articulated degree programs, job training, job placement, and skills improvement; while attaining both career and life skills.

The needs and requests of service area businesses and industries are met through course offerings, specialized training, employee placement, consultations, and presentations. See Appendix A.

B. **Establish that the program is consonant with the goals of the college.**

The accounting program is dedicated to maintaining high standards of student achievement and works toward assuring that all students have access to premium educational resources, including: instructors, materials, facilities, and equipment. These resources are essential to quality student output.

For many years, Independence Community College has held a reputation of having a strong accounting program and a high degree of program credibility. These characteristics were initially developed by a prior full-time instructor, Charlene Burroughs. She has since retired, but the reputation of the program has hopefully been sustained or even improved. The current full-time accounting instructor possesses some likenesses to the previous instructor and endeavors to uphold the standards of accounting education at Independence Community College.

Courses, course contents, and syllabi are continually developed, revised, and updated; material is presented in a pleasant and informative manner; strict grading procedures and policies are practiced; business and industry needs are addressed; transfer is acticulated - all with continued program success and credibility in mind.

The accounting department sees potential growth, generally due to increasing nationwide demand for professional accountants, business and industry desire for employee training, and Pittsburg State University initiating a Bachelor of Science degree in Management on this campus.

CRITERION 2

ADVISORY COUNCIL INVOLVEMENT

A. **List the names, addresses, and occupations of all program advisory council members.**

This information is located in Appendix B.

B. **Provide minutes and/or other documentation of program advisory council meetings during which goals, objectives, strengths and weaknesses of the program were discussed.**

This information is located in Appendix C.

C. **Document the program advisory council's belief that there is adequate vocational and employment potential for the program.**

This information is located in Appendices C, D and E.

D. **Document the program advisory council's recommendations for improving the program, or addressing any deficiency of the program.**

This information is located in Appendix C.

CRITERION 3

Labor Market Data

A. **Document the number of projected job openings for the program in the service area/region; in the state; and in the United States.**

According to recent data, the accounting and accounting related career fields have experienced and will continue to experience high growth. Statewide job opening potential and wage information was cited by Kansas State University, Kansas Careers, "Kansas Career Directions", the Spring of 1988, for the state of Kansas, as follows:

Occupation	Hourly Wage & Fringe	Avg. Annual Job Openings
Accountant	$10.75 - 11.83	640
Accounting Clerk	$6.64 - 7.30	570
Bank Teller	$4.96 - 5.46	310
Billing Clerk	$6.03 - 6.63	125
Bookkeeper	$6.64 - 7.30	770

According to a Kansas Department of Human Resources, Research and Analysis Section, publication titled "Kansas Wage Survey 1987", the following outlook and wage projections for the year 1990 indicate stable to increasing job openings and wages:

Auditor	Increasing >29%	$30,000-34,999
CPA	Increasing >29%	$30,000-34,999
Payroll Clerk	Stable	$15,000-19,999

In January of 1988, the Kansas Department of Human Resources, publication titled, "Job Openings and Training in Kansas", reported the following employment information:

Title	Current Employment	Projected Employment	Openings Total
Clerical, Accounting	25220	31420	1886

Educational requirements, current employment, projected employment, average growth, average replacement, and openings taken from this publication are exhibited by separate disciplines in Appendix D.

A nationwide employment profile, from Occupational Projections and Training Data, United States Department of Labor, Bureau of Labor Statistics, Winter 1986, is provided in Appendix E. Highlights of the accountant and auditor profile include:

1984 total employment - 882,000
Projected 1995 employment - 1,135,000 to 1,235,000 Employment
Growth - much faster than average
Unemployment rate - lower than average
Majority of entrants are college graduates

Additional data for selected civilian employment is as follows: (in thousands)

Occupation	1984	Projections for 1995 Low Trend	Moderate Trend	High Trend
Accountants & Auditors	881.9	1134.6	1188.5	1235.3
Tax Examiners & Agents	52.2	50.5	50.7	50.9
Securities & Financial Services	81.3	107.0	113.1	117.6
Financial Records Proc.	2629.3	2675.9	2812.3	2929.4

B. **Document projected percentage increase or decrease in annual replacment needs for the program for the next 10 years in the service area/region; in the state; and in the United States.**

See data presented in section A and Appendices D and E.

CRITERION 4

Comprehensive Needs Assessment

A. **Develop a survey to be administerd to industries within business and which documents belief that there is need for the program; that area businesses and industries support and are willing to assist with and participate in the program; that area business and industries are willing to employ graduates of the program; and establishing the annual number of job openings related to the program as reported by businesses and industries in the service area.**

Due to time and financial constraints a survey of this nature for strictly the accounting program has not been completed. However, in that the accounting program is not an actual vocational program in itself, but does offer courses required by many of the vocational programs, the Vocational Program Pilot Survey conducted in 1998 is included as part of this program review in Appendix F. In that survey, 725 businesses and industries were mailed surveys with a return rate of 7.3%.

Appendix A contains Kansas Community College Business/ Industry Relationships Reports for reporting periods 1986-87, 1987-1988, and 1988-1989. These reports document the individual businesses/industries benefited, number of employees affected, number of courses, and number of contact hours the accounting program provided in meeting their comprehensive needs.

B. **Establish the applicable number of businesses and industries in the service area, the number surveyed, and the return rate for the survey.**

See section A above.

C. **Establish evidence of student interest in the program.**

Evidence of student interest in the program is provided in Appendices A, F, G, and K.

CRITERION 5

LEA Needs Assessment

A. **Survey and document enrollment in this or similar programs at area vocational technical schools, private colleges or universities, proprietary schools, or private training programs within industrial firms in the service area.**

A survey of this nature has not been completed as part of this review.

B. **Survey and document interest in and potential enrollment in the program at service area high schools.**

A survey of this nature has not been completed as part of this review. However, in recent visits to service area high schools a definite interest in the Independence Community College accounting program has been observed. High school students exhibit a receptive attitude toward the both the two-year terminal accounting program and the two-year transfer program.

The Accounting department regularly contacts by mail all high school students expressing an interest in the accounting program. An example of the recruiting letter is contained in Appendix H. Lists of students contacted by mail for the school years reviewed in this document are contained in Appendix H. Occasionally potential students are contacted by phone.

C. **Document support for and/or perception of need for the program by administrators of LEA's in the service area.**

It could possibly be advantageous to ascertain the degree of support for and/or perception of need for the program by administrators of LEA's in the service area. However, this type of analysis has never been documented.

CRITERION 6

Curriculum Analysis

A. **Document the courses in the program as it currently stands.**

The accounting program currently offers the following courses: Accounting I, Accounting II, Cost Accounting, Intermediate Accounting, Managerial Accounting, Individual Income Tax, and Accounting with Computers. These courses, along with their line numbers and course descriptions are contained in the college catalog. See Appendices O and T.

B. **Evaluate the content of the courses in the program in terms of scope, currency, and applicability to vocational skills.**

The content of each course offered in the accounting program is in strict compliance with AICPA principles, FASB statements, CASB statements, NAA provisions, and IRS regulations. These organizations or agencies, as well as accounting periodicals, provide updates to insure all professional users are aware of and are prepared to conform with established accounting principles. Numerous materials, in addition the regular textbook, are reviewed, implemented and provided to students as supplements to the regular textbook. The main courses suggested in the accounting sequence are Accounting I, Accounting II, Cost Accounting, and Intermediate Accounting. Managerial Accounting, Individual Income Tax, and Accounting with Computers are offered as supplemental in a vocational setting, required in a two-year transfer program, or elective in either program. A majority of these courses contain prerequisites, as stated in the college catalog and per course syllabi. To a great extent, all accounting courses contain applicable vocational benefits, information, training, and skills. However, a distinct purpose of the main accounting course sequence is to facilitate transfer students in pursuit of a professional career in business or accounting and/or certification in a respective accounting field.

C. **Evaluate the textual materials of the courses in terms of scope, currency and applicability to vocational skills.**

See section B above and course syllabi on file in the Vice-President for Instruction's office.

D. **Evaluate the occupational objectives and competencies specific for each course.**

See section B above and course syllabi on file in the Vice-President for Instruction's office.

E. **Evaluate the sequence of courses in the program as normally offered.**

See section B above and course syllabi on file in the Vice-President for Instruction's office.

F. **Evaluate the extent to which courses in the program have kept up with recent developments in the field affecting employability.**

See section B above and course syllabi on file in the Vice-President for Instruction's office.

G. **Recommend course alterations, additions, and/or deletions.**

Essentially the current course offerings need to be maintained and continue their contemporary and comprehensive content. Managerial Accounting is a recent addition to the accounting curriculum in response to need. If changes are necessitated, the department will work in establishing the best curriculum suited for student needs.

H. **Ascertain that a current course syllabus is on file in the office of the Dean of Instruction for each course in the program.**

Current course syllabi are on file on the Vice-President for Instruction's office.

I. **Ascertain that each syllabus for each course contains the following material:**

A detailed course outline.
Publication information relative to the proposed textbook.
A complete description of the course and its place in the curriculum.
A detailed list of course learning objectives.
A detailed list of competencies to be attained by students.
A description of the methods of instruction to be used.
A description of the methods to be used to evaluate student performance.
A list of materials which students will need in order to take the course.
A list of applicable reference materials available to students who enroll in the course.

An outline for the development of syllabi is presently being used on the campus of Independence Community College and was employed for all accounting course syllabi.

CRITERION 7

Instructional Analysis

A. **Document the credentials and qualifications of the instructors in the program.**

A personal data sheet for the full-time instructor in the accounting department is included in Appendix I.

B. **Evaluate the teaching effectiveness of the instructors in the program.**

An evaluation is periodically performed by the Vice-President for Instruction, accompanied by a self-evaluation completed by the instructor, and student evaluations. These documents are on file in the Vice-President for Instruction's office.

C. **Evaluate the method or type of instruction used by the various instructors in the program.**

See Appendix J.

D. **Evaluate the method used to determine how effective the instrucional process has been in achieving program objectives.**

See Appendices J, K, P, and T.

CRITERION 8

Facilities, Equipment and Materials Analysis

A. **Evaluate the facilities applicable to the program, as they relate to program objectives and competencies.**

The accounting department is located in Room 110 of the Academic Building of Independence Community College. This location provides adequate space and contains large size "accounting" desks which provide ample student work space. For the most part, this classroom affords a satisfactory educational setting. However, increasingly more often, inadequate heating and/or air conditioning create a very discomfiting educational setting for both the students and the instructor. Exiting the back door of Room 110 accesses Business and Applied Schiece Division electronic equipment which can be utilized by accounting students.

B. **Evaluate the equipment applicable to the program, as it relates to program objectives and competencies.**

In Room 110, two projection screens, a marker board, and a chalk board provide sufficient visual teaching aids. An overhead projector, furnished by the Media Center, is also located and utlized in Room 110. Many of the accounting courses require students to complete assignments and/or semester course work in part or entirety on microcomputers. Business and Applied Science Division equipment, especially Computer Labs 1 and 2 yield excellent facilities to accommodate accounting student and instructor needs.

C. **Evaluate the materials applicable to the program (including library/media center holdings and acquisitions) as they relate to the program objectives and competencies.**

Accounting department course materials include: textbooks, workbooks, photocopy handouts, state and national accounting organization handouts, overhead transparencies, periodicals, computer disks, printer paper, application software, etc. Course materials are continually up-dated and/or initially acquired in the accounting department in order to afford students contemporary accounting instruction. The college library, media center, and bookstore work cohesively with the accounting department in satisfying materials needs.

D. **Establish facilities, equipment and materials needs, both short and long term, in the context of program objectives and competencies.**

In order to continue achieving departmental and student goals, objectives and competencies, short and long term facility, equipment, and materials needs include: improvement in classroom temperature control to provide comfortable climate; maintain state-of-the-art microcomputer laboratories and Business and Applied Science Division equipment; continuance of a laboratory assistant in the microcomputer laboratories, and; maintenance of a sufficient budget permitting necessary travel, registrations, postage, supplies, materials, equipment, photocoying, etc.

CRITERION 9

Enrollment

A. **Document the enrollment for each course of the program each year for the last three years.**

Enrollment information for fall and spring semesters 1986-87, 1987-88, and 1988-89 is provided in Appendix K.

B. **Establish the proper figure for each of the following categories of program enrollment for each of the last three years.**

Student count, credit hours, and FTE analysis is provided in Appendix K, for fall and spring semesters of 1986-87, 1987-88, and 1988-89.

Areas analyzed remained relatively constant in number and quantity over the three year period. Average computations for the period are:

Student Count: 187
Credit Hours: 561
FTE: 37

C. **Provide program enrollment projections for the next three years and explain them.**

The accounting department projects increases in student count, credit hours, and FTE. Continuance of program credibility, increased recruitment activities, increased student retention, and increased public awareness activities are on-going with intentions of positive outcomes. See Appendices A, H, L, and M.

CRITERION 10

Cost

A. **Establish the proper figure for each of the following categories of program cost for each of the last three years.**

Cost information has been requested from the college Business Office for the accounting program. However, as of the completion of this report, the data is not available but will be attached as part of this report in the future.

CRITERION 11

Marketing Analysis

A. **Identify the target market for this program as it currently operates.**

The major target market for the accounting department is Independence and the adjacent area as it provides the largest concentration of students. The adjacent area, consisting of the Kansas counties of Wilson, Elk, Chautauqua, and Montgomery supply a vast student market. The program attracts students of varying ages, seeking formal training, transfer, and/or job skills. The program attracts students with an interest in majoring in accounting due to consistency with accounting programs at four-year institutions.

B. **Document the advertising/marketing efforts associated with the program as it currently stands.**

The accounting program and accounting courses have been promoted by the accounting instructor and recruiting staff through contacts personally, by mail, or by telephone. All prospective accounting students are sent letters from the accounting department (Appendix H) including a brochure (Appendix N), and the accounting instructor regularly accompanies recruiting staff on visits to area high schools. Recruiting does occur primarily at the high school level, however, some courses are designed and scheduled to appeal to adult, working students, business and industry. Increased college recruiting efforts of adult and working students has proven beneficial.

C. **Evaluate the effectiveness of the advertising/marketing efforts associated with the program as it currently stands.**

The effectiveness of the advertising/marketing efforts of the accounting program have not been formally evaluated. At present the only agent for evaluation is observation of enrollment stability and growth. The development and implementation of a device to measure advertising/marketing effectiveness would be welcomed and the department would be interested in working with the recruiting office to produce documentation.

D. **Recommend alterations in the advertising/marketing efforts associated with the program.**

The accounting department favors continuation of high school visitation/recruiting trips and correspondence by mail to potential accounting students with the inclusion of a brochure. For the 1990-1991 school year the department is contacting by mail all businesses and industries in the service area to inform them personally of the program and course contents, schedule of accounting classes, applicability of courses, and benefits to them and their employees.

CRITERION 12

Internal Procedures Analysis

A. **Evaluate advising effectiveness as related to the program.**

The accounting instructor strives to advise all accounting majors and accounting advisees in an effort to coordinate courses and scheduling, and to secure proper tracking and articulation to four-year institutions. Student advisees are reminded by postcard and by word of mouth to arrange their upcoming semester schedules with their advisor at least one semester in advance. Transfer oriented advisees are encouraged to visit their transfer institutions to affirm their two-year program, ensure smooth transfer, and acquaint themselves with the campus and instructors. College and university catalogs are kept on file by the accounting instructor for use in advising students. The advising process is extremely time consuming, sometimes quite difficult, and requires utmost caution in order to avoid inaccurate advising.

B. **Recommend alterations of the advising process as related to the program.**

Continuous, on-site enrollment staff need to be aware of the importance of program and course scheduling, sequencing, and transfer. The college catalog contains a suggested two-year associate of science degree program for transfer and a two-year applied science degree program. This outline should be followed in conjunction with guidelines from proposed transfer institutions.

CRITERION 13

Transfer

A. **Document the percentage of program enrollees who transfer to comparable university programs.**

Neither a departmental or campus-wide survey of this nature has been administered on an on-going basis. However, the accounting department did conduct a survey in 1987 of Fall 1983 Accounting I students that provided transfer documentation and program transfer effectiveness. This survey was administered only once and has since been departmentally prohibitive due to time limitations, labor resources, and financial constraints. See Appendix P for information obtained from that survey.

B. **Evaluate the effectiveness of the program in meeting the needs of transfer enrollees, through follow-up surveys or other similar means.**

See section A above. Also, see Appendix T.

C. **Document the extent of program articulation with universities by providing evidence indicating that the courses in the program are transferable to each of the state universities and by providing evidence indicating that the courses in the program satisfy both program and course requirements for comparable programs at the state universities.**

See Appendices Q, R, and T.

CRITERION 14

Placement and Demographics

A. **Document the number and percentage of program enrollees for the last three years who fall into the following categories.**

Year: 1986-87

Number	% of Total	
96	51	Adults returning to school
93	49	Recent high school graduates
149	79	Residents of the service area
43	23	Employed in the program field wide
93	49	Employed outside the program field
53	28	Unemployed while attending
--	--	Completers employed in the program field
--	--	Completers transferring to comparable university programs
--	--	Completers employed in other fields
--	--	Completers unemployed

Year: 1987-88

Number	% of Total	
105	54	Adults returning to school
91	46	Recent high school graduates
163	83	Residents of the service area
51	26	Employed in the program field wide
86	44	Employed outside the program field
59	30	Unemployed while attending
--	--	Completers employed in the program field
--	--	Completers transferring to comparable university programs
--	--	Completers employed in other fields
--	--	Completers unemployed

Year: 1988-89

Number	% of Total	
82	47	Adults returning to school
93	53	Recent high school graduates
130	74	Residents of the service area
35	20	Employed in the program field wide
93	53	Employed outside the program field
47	27	Unemployed while attending
--	--	Completers employed in the program field
--	--	Completers transferring to comparable university programs
--	--	Completers employed in other fields
--	--	Completers unemployed

B. **Evaluate the effectiveness of the placement component of the program through follow-up surveys of students placed, employers with whom students have been placed or other similar means.**

See Criterion 13 and Appendices A and P.

CRITERION 15

Survey of Previous Program Enrollees

A. Survey former students and document their evaluation of the effectiveness of the program and their perception of its strengths and weaknesses.

There has been no formal documentation or survey in this area for the accounting program. Student Follow-Up Survey contained in Appendix R contains some information on a campus-wide basis. Also, see Appendices F and T.

CRITERION 16

Admissions Requirements

A. **List any requirements which limit or restrict admission to the program in some fashion, and justify such restrictions.**

There are no requirements which limit or restrict admission to the accounting program. All courses offered in the area of accounting are open to any student meeting the course requirements, if any, as stated in the college catalog. Students are instructed and assisted equitably.

CRITERION 17

Outside Accreditation

A. List all outside accrediting, licensing or certifying agencies or organizations which approve, review, and/or have input in the conduct or standards of the program, and explain the relationship of the program to any such agency listed.

Several outside accrediting, licensing or certifying agencies or organizations provide input of legal, ethical, or conceptual conduct and standards for accounting instruction and the accounting profession. Foremost is the American Institute of Certified Public Accountants (AICPA) which is associated with the development, administration, and scoring of the CPA examine. The Financial Accounting Standards Board (FASB), through due process, develops accounting guidelines, ethics, and principles known as "standards". Active state societies of the AICPA, such as the Kansas Society of Certified Public Accountants (KSCPA), serve their memberships by providing AICPA, FASB, and state standards and legislative updates in the areas of financial and tax accounting, by making available application software, by offering workshops and seminars, and by publishing a monthly periodical. The KSCPA maintains a close relationship with accounting educators by providing those same opportunities upon request.

Many other agencies and/or organizations establish principles and quidelines, provide information to their memberships, or provide input to the AICPA and the FASB. Some of these agencies and/or organizations include: the Internal Revenue Service (IRS), the Governmental Accounting Standards Board (GASB), the American Accounting Association (AAA), the National Association of Accountants (NAA), the National Society of Public Accountants (NSPA), the Financial Executives Institute (FEI), and the Kansas Association of Accounting Educators.

These agencies and/or organizations do not necessarily offer accreditation for community college, college or university accounting programs, but do offer accreditation, membership, licensing, or certification to accounting educators and accounting practioners satisfying the requirements.

The full-time accounting instructor at Independence Community College currently holds memberships in and maintains close contact with several of the agencies and/or organizations stated above. The membership benefits provided are deemed essential in offering a comprehensive accounting program, as they provide timely instructional and professional guidelines, concepts, and principles.

CRITERION 18

Affirmative Action/Sex Equity

A. **Explain how this program effects the insitution's commitment to affirmative action and sex equity.**

Individuals are not discriminated against on the basis of race, sex, national origin, religion, age or handicap. All courses offered in the area of accounting are open to any student meeting the course requirements, if any, as stated in the college catalog. Students are instructed and assisted equitably.

APPENDIX A

BUSINESS AND INDUSTRY REPORTS

KANSAS COMMUNITY COLLEGE
BUSINESS/INDUSTRY RELATIONSHIPS REPORT

REPORTING PERIOD: SCHOOL YEAR 1986-1987

INSTITUTION: ____________________

NAME AND TITLE OF REPORTING OFFICER: ____________________

BUSINESS/INDUSTRY	NUMBER OF EMPLOYEES	TYPE OF SERVICE	APPLICABLE PROGRAM	NUMBER OF COURSES	NUMBER OF CREDIT HOURS
F. A. Moorhead, Jr., M.D.	1	Accounting Instruction	Accounting	1	3
	1	Consultation	Employee Placement	0	0
Central Data Service	3	Consultation	Employee Placement	0	0
Heartland Cement Co.	2	Consultation	Employee Placement	0	0
Independence State Bank	1	Accounting Instruction	Accounting	2	6
	1	Computing	Computing	1	3
Mercy Hospital	1	Accounting Instruction	Accounting	1	3
	1	Computing	Computing	1	3
Caney Valley Bank	1	Accounting Instruction	Accounting	1	3
Alco	1	Accounting Instruction	Accounting	1	3
	1	Computing	Computing	1	3
Wilson County Hospital	1	Accounting Instruction	Cost Accounting	1	3
Montgomery Co. Courthouse	2	Accounting Instruction	Accounting	2	6
Independence Bottling Co.	1	Accounting Instruction	Accounting	1	3
Automotive Controls Corp.	3	Accounting Instruction	Accounting	3	9
Newland Valley Nursery	1	Accounting Instruction	Accounting	1	3
U.S. Postal Service	1	Accounting Instruction	Accounting	1	3
	1	Tax Instruction	Ind. Income Tax	1	3
Custom Forms	1	Accounting Instruction	Accounting	1	3
ICC Food Service	1	Accounting Instruction	Accounting	1	3

KANSAS COMMUNITY COLLEGE
BUSINESS/INDUSTRY RELATIONSHIPS REPORT

REPORTING PERIOD: SCHOOL YEAR 1986-1987

INSTITUTION: ______________________

NAME AND TITLE OF REPORTING OFFICER: ______________________

BUSINESS/INDUSTRY	NUMBER OF EMPLOYEES	TYPE OF SERVICE	APPLICABLE PROGRAM	NUMBER OF COURSES	NUMBER OF CREDIT HOURS
Mid-America Federal Savings & Loan	1	Accounting Instruction	Accounting	1	3
People's State Bank	1	Accounting Instruction	Accounting	1	3

KANSAS COMMUNITY COLLEGE
BUSINESS/INDUSTRY RELATIONSHIPS REPORT

REPORTING PERIOD: 1987-1988

INSTITUTION: ICC

NAME AND TITLE OF REPORTING OFFICER:

BUSINESS/INDUSTRY	NUMBER OF EMPLOYEES	TYPE OF SERVICE	APPLICABLE PROGRAM	NUMBER OF COURSES	NUMBER OF ~~CREDIT~~ Contact HOURS
Midwest Real Estate	1	Accounting Instruction	Accounting	1	3 cr. 45 cont.
Leon Hazen	1	Consultation	Accounting	0	0
Evergreen Builders	1	Placement	Accounting	0	0
Montgomery County	1	Accounting Instruction	Accounting	1	3 45
U. S. Postal Service	1	Accounting Instruction	Accounting	1	3 45
K-Mart	4	Accounting Instruction	Accounting	1	12 180
First Federal S & L	1	Accounting Instruction	Accounting	1	3 45
J. T. Maloneys	3	Accounting Instruction	Accounting	1	9 135
Quality Toyota	2	Accounting Instruction	Accounting	1	6 90
Sayer's Ace Hardware	1	Accounting Instruction	Accounting	1	3 45
U. S. D. #446	1	Accounting Instruction	Accounting	1	3 45
Brown's Tire Shop	1	Accounting Instruction	Accounting	1	3 45
Alco	2	Accounting Instruction	Accounting	1	6 90
Lazy VJ Farms	1	Accounting Instruction	Accounting	1	3 45
Neodesha Building Supply	1	Accounting Instruction	Accounting	1	3 45
City of Neodesha	1	Accounting Instruction	Accounting	1	3 45
Sandy & Co.	1	Accounting Instruction	Accounting	1	3 45
Mercy Hospital	1	Accounting Instruction	Accounting	1	3 45
Cherryvale Sr. Citizens, Inc.	1	Accounting Instruction	Accounting	1	3 45
Citadel Bank of Independence	5	Accounting Instruction	Accounting	1	15 225
Pella Window Store	1	Accounting Instruction	Accounting	1	3 45
Emerson Electric	2	Accounting Instruction	Accounting	1	6 90
Jon Viets, P.A.	1	Accounting Instruction	Accounting	1	3 45
Woods Lumber	1	Accounting Instruction	Accounting	1	3 45
ARCO Pipeline	2	Accounting Instruction	Accounting	1	6 90
Manor Nursing Home	2	Accounting Instruction	Accounting	1	6 90
SRS	1	Accounting Instruction	Accounting	1	3 45
Union Gas System	1	Accounting Instruction	Accounting	1	3 45
Farmland Industries	1	Accounting Instruction	Accounting	1	3 45

KANSAS COMMUNITY COLLEGE
BUSINESS/INDUSTRY RELATIONSHIPS REPORT

REPORTING PERIOD: 1987-1988

INSTITUTION: ICC

NAME AND TITLE OF REPORTING OFFICER: ____________

BUSINESS/INDUSTRY	NUMBER OF EMPLOYEES	TYPE OF SERVICE	APPLICABLE PROGRAM	NUMBER OF COURSES	NUMBER (Contact) HOURS
Sand's Level & Tool	1	Accounting Instructio	Accounting	1	3 cr. 45
Hackney & Sons Midwest	1	Accounting Instructio	Accounting	1	3 45
Woodtech	1	Accounting Instructio	Accounting	1	3 45
H & R Block	2	Accounting Instructio	Accounting	1	6 90
Twin Caney Watershed	1	Accounting Instructio	Accounting	1	3 45
SCZ Oil	1	Accounting Instructio	Accounting	1	3 45
Snodgrass, Dunlap & Co.	1	Accounting Instructio	Accounting	1	3 45

KANSAS COMMUNITY COLLEGE
BUSINESS/INDUSTRY RELATIONSHIPS REPORT
REPORTING PERIOD: 1988-1989

INDEPENDENCE COMMUNITY COLLEGE
REPORTED BY: CHRISTINE LIVINGSTON

BUSINESS/INDUSTRY	NUMBER OF EMPLOYEES	TYPE OF SERVICE	APPLICABLE PROGRAM	NUMBER OF COURSES	NUMBER CONTACT HOURS
Woods Lumber	1	Consulting	Accounting	0	1
	2	Employee Training	Accounting	1	96
Edward D. Jones & Co.	1	Consulting	Accounting	0	1
	2	Employee Training	Accounting	1	96
Hille's Musical Overtures	1	Consulting	Accounting	0	5
Asima Corporation	2	Consulting	Accounting	0	2
Teledyne Corporation	1	Consulting	Accounting	0	1
Rocky Ridge Resort	1	Employee Training	Accounting	1	48
Woodtec, Inc.	1	Employee Training	Accounting	1	48
J.C. Penney	1	Employee Training	Accounting	2	96
J. T. Maloney's	4	Employee Training	Accounting	1	192
Indep. Community College	4	Employee Training	Accounting	1	192
	1	Employee Training	Accounting	1	48
Cherryvale Medi-Lodge	1	Employee Training	Accounting	2	96
Citizen's National Bank	2	Employee Training	Accounting	2	192
Pizza Hut	2	Employee Training	Accounting	2	192
Hisch's Office Supplies	1	Employee Training	Accounting	1	48
Adult Resource Center	1	Employee Training	Accounting	1	48
Automotive Controls Corp.	2	Employee Training	Accounting	1	96
K-Mart	2	Employee Training	Accounting	2	192
	1	Employee Training	Accounting	1	48
Gunnysack	1	Employee Training	Accounting	2	96

Alco	1	Employee Training	Accounting	1	48
	1	Employee Training	Accounting	2	96
Howard Manor	1	Employee Training	Accounting	2	96
Cobalt Boats	2	Employee Training	Accounting	1	96
Emerson Electric	1	Employee Training	Accounting	1	48
	1	Employee Training	Accounting	1	48
Charloma Fiberglass	1	Employee Training	Accounting	1	48
Kentucky Fried Chicken	1	Employee Training	Accounting	2	96
BOL Oil Co.	1	Employee Training	Accounting	2	96
Hardee's Restaurant	1	Employee Training	Accounting	1	48
U.S. Post Office	1	Employee Training	Accounting	1	48
ARCO Pipeline	1	Employee Training	Accounting	1	48
People's State Bank	1	Employee Training	Accounting	1	48
Newland Valley Nurs. & Floral	1	Employee Training	Accounting	1	48
F. Allen Moorhead, Jr., M.D.	1	Employee Training	Accounting	1	48
	1	Consulting	Accounting	0	1
Western Sizzlin	1	Employee Training	Accounting	1	48
Little Pine Mfg.	1	Employee Training	Accounting	1	48
Mercy Hospital	1	Employee Training	Accounting	4	192
Hackney & Sons Midwest	1	Employee Training	Accounting	1	48

BEST COPY AVAILABLE

APPENDIX B

ACCOUNTING VOCATIONAL ADVISORY COMMITTEE MEMBERS

ACCOUNTING VOCATIONAL ADVISORY COMMITTEE MEMBERS

Independence Community College
1986-1987

Chris Tinsley
Cobalt Boats
Industrial Park
Neodesha, KS 66757

ACCOUNTING VOCATIONAL ADVISORY COMMITTEE MEMBERS

Independence Community College
1987-1988

Mike Coltharp
Hackney and Sons Midwest, Inc.
300 Hackney Avenue
Independence, KS 67301
(316) 331-6600

Teresa Lewis
ARCO Pipe Line Company
ARCO Building
Independence, KS 67301
(316) 331-1300

Cindy Buck
Teledyne
Airport Industrial Park
Independence, KS 67301
(316) 331-8180

ACCOUNTING VOCATIONAL ADVISORY COMMITTEE MEMBERS

Independence Community College
1988-1989

John Gutschenritter, CPA
112 North 8th Street
Neodesha, KS 66757
(316) 325-3430

Teresa Lewis
ARCO Pipe Line Company
ARCO Building
Independence, KS 67301
(316) 331-1300

Cindy Buck
Teledyne
Airport Industrial Park
Independence, KS 67301
(316) 331-8180

APPENDIX C

ADVISORY COUNCIL INVOLVEMENT

FUNCTIONS OF THE VOCATIONAL ADVISORY COMMITTEE

1. To assist in determining need for the vocational program.

    A. What is the current and projected occupational need for this program?

    B. Are there jobs available for those who complete this program; and are there likely to be jobs two, five or ten years hence?

    C. Are available jobs for those who complete this program located in this region, or elsewhere in the state or nation?

2. To assist in curriculum development for the vocational program.

    A. What are the skills necessary for employment in this field?

    B. What courses or units of training should be offered to teach these skills and in what order?

    C. How long should it take for a reasonably intelligent person to develop the skills necessary for employment?

    D. Are there subunits or clusters of skills within the program area which could provide employment opportunities, or does one need to develop all skills associated with the program in order to find employment?

3. To assist in evaluating the curriculum of the vocational program.

    A. Do the courses or units of training offered give people the skills they need to be employed?

    B. Are the courses or units of training offered provided in the right order?

    C. Are the courses or units of training long enough in duration for people to be adequately trained?

    D. Are there skills required for this field which the current program does not address, and what are they?

4. To assist in reviewing resources necessary to operate the vocational program.

    A. What equipment is necessary in order for this program to be effective?

    B. Do we have the equipment necessary for this program to be effective?

    C. What structural facilities are necessary in order for this program to be effective?

D. Do we have the structural facilities necessary for this program to be effective?

E. What instructional materials are needed for this program to be effective?

F. Do we have the instructional materials needed to make this program effective?

G. What kind of qualifications do instructors need to have in order for this program to be effective?

H. Do our instructors have the qualifications necessary for this program to be effective?

I. Are community resources necessary in order for this program to be effective?

J. Do we have the community resources necessary for this program to be effective, and how can we get them if we do not?

5. To assist with career guidance and placement services related to the vocational program.

A. What are the career expectations of students who exit from this program?

B. Are student career expectations realistic?

C. What can we do to improve career expectations of our students?

D. Do our students seem to be counseled into appropriate career paths?

E. What can we do to improve our effort to counsel students into appropriate career paths?

F. Do our students get jobs based on their training?

G. Do our students hold jobs which they get based on their training?

H. How can we improve the placement of our students?

6. To assist with quality control in the vocational program.

A. Is this program of top quality?

B. What can we do to monitor and improve the quality of this program?

7. To assist with public relations for the vocational program.

A. Do potential employees and employers in the area know that we offer this program?

B. Are employees and employers satisfied with the training we offer in this program?

    C. Do we successfully market this program?

    D. How can we improve our marketing of this program?

8. To assist in assessing the additional and/or future vocational needs of the region.

    A. What new programs are needed or will be needed in our region?

    B. What are some of the skills which employees will need in the future, which we should attempt to provide now?

9. To assist in program evaluation.

    A. If you help us provide answers to all the preceding questions for the specific vocational program in which you are interested, you will have helped us evaluate our vocational programs.

D/I:10/31/88

Vocational Advisory COMMITTEE

MEMBERSHIP

Faculty:	Independence Community College vocational advisory committee members who are full-time faculty members
Advisory:	Three or more business, professional, or lay people who serve the committee in an advisory capacity to each vocational area

CHARACTER

The Vocational Advisory Committee is an advisory body which examines and assesses the vocational areas of the college, including: money and banking, cosmetology, office education, distributive education, engineering, and computer console operator.

PURPOSES

See attachment.

MEETING

The Vocational Advisory Committee will meet at least once and up to three time per academic year as state mandated. The Vocational Advisory Committee chairperson will head the committee and minutes will be taken and submitted to the Dean of Instruction.

AGENDA

Each committee member will notify the chair of the agenda item(s) in advance of each meeting time.

VOCATIONAL ADVISORY COMMITTEE

Functions:

- curriculum content advisement
- equipment, facilities, and instructional resources review
- community resource coordination
- career guidance and placement services
- program evaluation
- community public relations
- professional development

Purpose:

- Assess the current and projected occupational needs and the current and projected demand for general occupational skills
- Examine the needs of students, including adults, in order to determine how best to improve student skills levels
- Assess the special needs of groups of individuals for access to vocational education and vocational services in terms of labor market needs
- Assess the quality of vocational education in the areas of pertinence of programs, new and emerging technologies, responsiveness to occupational needs, vocational curricula, equipment, and instructional materials.

VOCATIONAL ADVISORY COMMITTEE

INDEPENDENCE COMMUNITY COLLEGE

Vocational Advisory Committee
Thursday, September 3, 1987
12:00 PM, Room 107

Present:	President Burke	Bonnie Cox
	JoAnn McDowell	Jody Kawulok
	Robert Romine	Mike Clark
	David Winford	Robert Shaw
	Jack Thompson	Christine Livingston

Jody Kawulok was selected by the committee to serve as chairperson for the 1987-88 school year. President Burke and Jody Kawulok discussed with committee members the purpose of the Vocational Advisory Committee, along with state and federal guidelines to be followed.

It was determined that the individual vocational instructors would each have their own committee members, keep minutes of their meetings, and place those on file in the Dean of Instruction office. In addition to these committee members, the American Institute of Banking study group, accompanied by ICC representative, Debby Warner, would serve in an advisory capacity.

It was suggested that each committee contain six to eight members and that those members serve on a three-year rotational basis. Vocational instructors are to present names of their respective committee members to Jody Kawulok as soon as possible.

Three Vocational Advisory Committee meeting dates were established for the 1987-88 school year: Wednesday, October 14, 1987, 6:00 PM, Fireside Room of the Student Union, Tuesday, February 23, 1988, and Wednesday, April 13. 1988.

Sample of first letter

October 8, 1987

Mr. William Shaw, Retired
Shaw's Grocery
209 South Olive
Cherryvale, KS 67335

Dear Committee Member:

The vocational instructors at Independence Community College want to thank you for agreeing to serve on the Vocational Advisory Committee. Our goal in the Business and Applied Sciences Division is to meet the needs of business and industry while preparing our students for both employment or transfer to four-year schools. Your input is invaluable in assisting us to meet this goal.

Our first meeting will be a dinner meeting on Wednesday, October 14, at 6 p.m. in the Student Union. Immediately following the dinner, the individual advisory groups will meet with ICC's departmental groups. Vocational Advisory Committee meetings are scheduled for Tuesday, February 23, 1988, and Wednesday, April 13, 1988, with the time and place to be announced at a later date.

If you are unable to attend this first meeting, please notify me at 331-4100, Ext. 259 by Monday, October 12. We in the Business and Applied Sciences Division look forward to seeing you on October 14.

Sincerely,

Jody Kawulok, Chair
Business and Applied Sciences Division

October 8, 1987

Dear Committee Member:

The vocational instructors at Independence Community College want to thank you for agreeing to serve on the Vocational Advisory Committee. Our goal in the Business and Applied Sciences Division is to meet the needs of business and industry while preparing our students for both employment or transfer to four-year schools. Your input is invaluable in assisting us to meet this goal.

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If you are unable to attend this first meeting, please notify me at 331-4100, Ext. 259 by Monday, October 12. We in the Business and Applied Sciences Division look forward to seeing you on October 14.

Sincerely,

Jody Kawulok, Chair
Business and Applied Sciences Division

Chris —
this is a copy of
the letter sent to
your committee.
You need to be
prepared to meet
individually with them.

INDEPENDENCE COMMUNITY COLLEGE

VOCATIONAL ADVISORY COMMITTEE

October 14, 1987

MENU

Boneless Chicken Breasts with Rice

Scalloped Potatoes

Baked Apple

Green Beans

Hot Rolls

Combination Salad

Pie

AGENDA

Introductions and Welcome
Jody Kawulok

Invocation
Jack Thompson

Dinner

Committee Purpose
Dr. Burke

Appreciation
Dr. McDowell

Adjourn to vocational areas

Accounting - Christine Livingston

Cosmetology - Mike Clark

Engineering Technology - Jack Thompson

Information Processing - Jane Fisher

Mid-Management - Bob Shaw

Secretarial Science - Bonnie Cox
Jody Kawulok

VOCATIONAL ADVISORY COMMITTEE

Accounting

Mike Coltharp
Teresa Lewis
Cindy Buck

Cosmetology

David Shepard
Carolyn Boggs

Engineering Technology

Dee Roberts
Ernest Loganbill
Ron Lawrence
Leonard Caflisch
Doug Morey

Information Processing

Virginia Kelly
Diana Peterson
Tony Royce

Mid-Management

Joe Long
Sam Salem
Mike Rogers
Ed Maybrey
David Austin
William Shaw

Secretarial Science

Dr. Cindy Sherwood
Dolores McCuistion
Jack Ashcraft
Sharon Hills
Tim Emert

VOCATIONAL ADVISORY COMMITTEE

INDEPENDENCE COMMUNITY COLLEGE

The Vocational Advisory Committee of Independence Community College met Wednesday, October 14, 1987, at 6:00 pm, in the Captain's Room of the Student Union. Jody Kawulok, committee chairperson, opened the meeting by introducing president Thomas Burke and vice-president JoAnn McDowell. Each vocational instructor, including Jack Thompson, Christine Livingston, Jody Kawulok, Bonnie Cox, Mike Clark, and Bob Shaw, introduced their individual committee members. Jack Thompson delivered the invocation and dinner was served.

Following the dinner, Dr. Burke explained to the committee their purpose in providing input and their importance to the college. Dr. McDowell expressed appreciation for the valuable input they will be providing to the ICC vocational areas.

The dinner meeting was adjourned and all Vocational Advisory Committees met separately to discuss their respective vocational areas.

VOCATIONAL ADVISORY COMMITTEE

ACCOUNTING

INDEPENDENCE COMMUNITY COLLEGE

The Accounting Vocational Advisory Committee members met in Room 106 of the Academic Building on Wednesday, October 14, 1987, following a dinner meeting in the Student Union. In attendance were: Christine Livingston, Accounting instructor; Robert Romine, Dean of Instruction; and committee members, Mike Coltharp, Hackney and Sons; Teresa Lewis, ARCO; and Cindy Buck, Teledyne.

Christine Livingston discussed the addition of advising procedures, new degree programs, and accounting degree requirements. Two degrees are now offered in the area of accounting, the Associate of Science (designed for transfer) and the Associate of Applied Science (designed for non-transfer). Committee members were presented with a current ICC Catalog and an outline of each of the two Accounting degree programs.

The business and industry committee members indicated they were involved in the following areas as part of their job description: payroll, budgeting, inventory, hiring, supervising, coordinating, reporting and systems design. They indicated a strong need for their employees and co-workers to possess and/or ICC to provide instruction in ten-key skills, typing, keyboarding, written and oral communications, computing courses utilizing Lotus and Symphony, and stress management.

They also indicated a need for a cost accounting related course that did not require the prerequisites of Accounting I & II. They suggested the course include instructional topics such as direct labor, direct materials, factory overhead, variance analysis, economic order quantity (EOQ), break-even point, budgeting, equipment and personnel justification procedures, capital expenditures, operating expenditures, purchasing reports, sales reports, head count reports, merchandise inventory turnover, accounts receivable turnover and other methods of financial statement analysis. It was discussed that a Managerial Accounting course would cover those topics. Christine Livingston volunteered to research the matter further.

Accounting course transfer, textbooks, and course content were discussed. Two committee members indicated that as former ICC students and recent PSU graduates they had relatively few or no problems with course transfer. They expressed appreciation for articulation in textbook selection, but wished that more material had been presented at ICC.

Robert Romine reminded the committee that ICC is constantly at their disposal to provide courses, workshops, or seminars tailored to suit their individual business or industrial needs.

Input from the three committee members was very valuable. The meeting was adjourned at 8:30 pm.

Independence Community College

February 8, 1988

Chris Livingston
Independence Community College
P. O. Box 708
Independence, KS 67301

Dear Chris:

The next meeting of the Vocational Advisory Committee will be held on Monday, February 22, 1988, at 5:30 p.m. in the Student Union. This meeting is being held in conjunction with the North Central Evaluation which will be going on at the same time. If the members of the North Central Committee want to visit with the Vocational Advisory Committee they can do so during this meeting.

Dinner will be served at 5:30 p.m. Following the dinner we will again meet in our individual departmental groups. Please call the college and let me know if you are unable to attend. You can reach me at 331-4100 extension 259.

We all look forward to meeting with you again.

Sincerely,

Jody Kawulok, Chairperson
Vocational Advisory Committee

JK:hs

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

VOCATIONAL ADVISORY COMMITTEE MEETING

February 22, 1988

MENU

Carved Ham & Turkey
Beef Stroganoff
Baked Potato
Green Beans
Salad Bar
Hot Rolls
Cherry Cheese Cake

AGENDA

Introductions and Welcome
Jody Kawulok

Invocation
Jack Thompson

Dinner
Remarks
Robert Romine

Adjourn to vocational areas

VOCATIONAL ADVISORY FACULTY MEMBERS

Accounting

Christine Livingston

Cosmetology

Mike Clark

Engineering Technology

Jack Thompson

Information Processing

Jane Fisher

Mid-Management

Bob Shaw

Secretarial Science

Bonnie Cox
Jody Kawulok

VOCATIONAL ADVISORY COMMITTEE

INDEPENDENCE COMMUNITY COLLEGE
Monday, February 22, 1988

The Vocational Advisory Committee of Independence Community College met Monday, February 22, 1988, at 5:30 p.m., in the Fireside Room of the Student Union. Jody Kawulok, committee chairperson, welcomed all to the banquet meeting and introduced the following: President Thomas Burke, Vice-President Jo Ann McDowell, Jim Stanley of Monroe Community College and a member of the North Central Association team, Dr. Ken Gibson of Hutchinson Community College and a member of the state department team, Robert Romine - Dean of Instruction Independence Community College, David Winford - Registrar and Director of Counseling Independence Community College, and Debra Warner - Director of Continuing Education Independence Community College. Vocational instructors Jack Thompson, Christine Livingston, Bonnie Cox, Mike Clark, Jody Kawulok, and Bob Shaw were introduced. Each vocational area was represented by community committee members. Jack Thompson delivered the invocation and all attending enjoyed a buffet-style dinner.

Following the dinner, Robert Romine distributed copies of the newly established Vocational Program Review Guide, a survey mailed to business and industry, a survey mailed to former vocational students, and a list of newly submitted vocational program proposals.

The meeting was adjourned and all individual Vocational Advisory Committees met separately to discuss their respective vocational areas.

VOCATIONAL ADVISORY COMMITTEE

ACCOUNTING

INDEPENDENCE COMMUNITY COLLEGE
Monday, February 22, 1988

The Accounting Vocational Advisory Committee members met in the Fireside Room of the Student Union on Monday, February 22, 1988, following a dinner meeting in that location. In attendance were: Christine Livingston, Accounting instructor; Mike Coltharp, Hackney and Sons; and Teresa Lewis, ARCO.

Christine Livingston read the minutes of the last meeting and brought the committee members up-to-date on items that had been implemented since suggested at their previous meeting.

Mike Coltharp indicated an area need for course offerings in inventory control in conjunction with the American Production and Inventory Control Society. He indicated courses relating to production management geared to technical skills instead of degree oriented would be most beneficial and that the courses be offered in the evenings. He expressed particular interest in the Waste Management program described in the new vocational program proposals.

Teresa Lewis expressed interest in the Accounting Clerk vocational program proposal. She indicated that ARCO has a need for "casuals" in this area to fill in the absence of permanent positions. ARCO permanent accounting positions typically require a four-year degree.

The meeting was adjourned.

September 28, 1988

Dear Committee Member:

The vocational instructors at Independence Community College want to thank you for agreeing to serve on the Vocational Advisory Committee. Our goal in the Business and Applied Science Division is to meet the needs of business and industry while preparing our students for both employment or transfer to four-year schools. Your input is valuable in assisting us to meet this goal.

Our first meeting will be a dinner meeting on Monday, October 10, at 6 p.m. in the Student Union. Immediately following the dinner, the individual advisory groups will meet with ICC's departmental groups. Other meetings will be scheduled during the year with the time and place to be announced later.

If you are unable to attend this first meeting, please notify me at 331-4100, Ext. 251, by Friday, October 7. We in the Business and Applied Sciences Division look forward to seeing you on October 10.

Sincerely,

Christine Livingston
Accounting Instructor
Chair, Vocational Advisory Committee

INDEPENDENCE COMMUNITY COLLEGE

VOCATIONAL ADVISORY COMMITTEE

OCTOBER 10, 1988

MENU

Roast Beef

Whipped Potatoes

Green Beans

Tossed Salad

Dinner Roll

Cherry Cheesecake

AGENDA

Introductions and Welcome
Chris Livingston

Invocation
Jody Kawulok

Dinner

Committee Purpose
Robert Romine

Adjourn to vocational areas

Accounting	Chris Livingston
Cosmetology	Mike Clark
Engineering Technology	Jack Thompson
Information Processing	Jane Fisher
Mid Management	Bob Shaw
Secretarial Science	Bonnie Cox Jody Kawulok

VOCATIONAL ADVISORY COMMITTEE

Accounting

John Gutschenritter
Teresa Lewis
Cindy Buck

Cosmetology

David Shepard
Carolyn Boggs

Engineering Technology

Dee Roberts
Ernest Loganbill
Ron Lawrence
Leonard Caflisch

Information Processing

Tim Pfeifer
Clarence Smith
Berni Markle

Mid Management

Joe Long
Sam Salem
Mike Rogers
Ed Maybrey
David Austin
William Shaw

Secretarial Science

Dr. Cindy Sherwood
Jack Ashcraft
Sharon Hills
Gertrude Donnelly

VOCATIONAL ADVISORY COMMITTEE

ACCOUNTING

Independence Community College
October 10, 1988

The Accounting Vocational Advisory Committee members met in the Fireside Room of the Student Union on Monday, October 10, 1988, following the Vocational Advisory Committee dinner meeeting. Accounting committee members in attendance were: Christine Livingston, Accounting instructor; John Gutschenritter, CPA; and Cindy Buck, Teledyne.

Christine Livingston discussed Independence Community College degree programs, including the Associate of Science and the Associate of Applied Science degrees and degree requirements in accounting.

The committee members indicated a strong occupational need, as well as job availability, in the discipline of accounting both locally and otherwise. They suggested improved marketing and advertising techniques and modes would be beneficial in increasing accounting course enrollments and participation in training programs for small business. Early determination of semester course offerings, special advertisements, flyers, and letters to business and industry were suggested as approaches to improved marketing and advertising.

Computing, spreadsheet, ten-key, math, oral/written communications, and oral presentation skills were stressed as necessary for accounting majors to possess.

VOCATIONAL ADVISORY COMMITTEE

Independence Community College
October 10, 1988

The Vocational Advisory Committee of Independence Community College met Monday, October 10, 1988, at 6:00 p.m., in the Fireside Room of the Student Union. Christine Livingston, committee chairperson, opened the meeting by introducing Paula Hastings and Dorothy Ullom as guests, Robert Romine, Dean of Instruction, and the vocational instructors. Each vocational instructor then introduced their committee members (see attached list). Instructors in attendance were: Jody Kawulok, Mike Clark, Jack Thompson, Bob Shaw, and Christine Livingston. Jody Kawulok delivered the invocation and dinner was served.

Following the dinner, Robert Romine explained to the group their purpose by identifying nine vocational committee purposes and posed questions to be answered in achieving the goals of the committee. He also expressed appreciation to the committee members for the valuable input they will be providing to the ICC vocational areas and stressed the overall importance of the committee to the college.

The dinner meeting was adjourned and the Vocational Advisory Committees met separately to discuss their respective vocational areas.

AGENDA

DIVISION OF BUSINESS AND APPLIED SCIENCE

November 4, 1988 - 12:05 p.m. - AC110

1. Carl Perkins, 1989-90

2. Update - Three-Year Vocational Plan

3. Vocational Counselor - Non-completer Follow-up Data

4. New definition of completer

5. Vocational Program Review Cycle

6. Other

REPORT TO ACCOUNTING VOCATIONAL ADVISORY COMMITTEE MEMBERS

1988-89

The Accounting department of Independence Community College is included as part of the Business and Applied Science Division and is located in the lower level of the Academic Building, Room 110. The majority of accounting classes are offered at this location as it is furnished with visual equipment and provides ample work space for 30 to 35 students.

The accounting courses taught by myself annually generate between 35 and 40 FTE, with the student population age ranging from 18 to 70 years of age. The accounting courses fulfill various program requirements, including: accounting, business administration, secretarial, and other business related degrees. Students in the accounting programs have indicated skills enhancement, job improvement, transfer, and completion of the two-year degree as their reasons for completing the courses.

Courses offered in the accounting area have experienced little to no problems with transfer and include the following: Accounting I, Accounting II, Cost Accounting, Intermediate Accounting, Individual Income Tax, and Accounting with Computers. Recently a Managerial Accounting course proposal was submitted with the intent of offering this course on our campus to facilitate transfer and to fulfill the requirement for the newly established Bachelor of Business Administration degree in Management by Pittsburg State University.

The week of November 28 through December 2 is being nationally recognized as Vocational/Technical Education Week. The theme for the week is "Vocational Education-Building Tomorrow's Leaders".

The Business and Applied Science Division of Independence Community College is preparing articles for publication and radio announcements to promote vocational and technical education on our campus.

Your support of vocational and technical education will be evidenced by wearing this button the week of November 28 through December 2.

Sincerely,

Christine Livingston
Accounting Instructor
Chair, Vocational Advisory Committee

INDEPENDENCE COMMUNITY COLLEGE

VOCATIONAL PROGRAM SURVEY
FORMER STUDENTS

Please evaluate the Independence Community College vocational programs in which you participated by circling S - Satisfactory, NI - Needs Improvement, U - Unsatisfactory, plus your comments.

	Program Advertising	Program Effectiveness	Transfer Effectiveness	Comments
Emergency Medical Technician	S NI U	S NI U	S NI U	________
Nursing Assistant	S NI U	S NI U	S NI U	________
Money and Banking	S NI U	S NI U	S NI U	________
Cosmetology	S NI U	S NI U	S NI U	________
Office Education (secretarial): Executive	S NI U	S NI U	S NI U	________
Legal	S NI U	S NI U	S NI U	________
Medical	S NI U	S NI U	S NI U	________
Word Processing	S NI U	S NI U	S NI U	________
Clerk Typist	S NI U	S NI U	S NI U	________
Distributive Education (retailing, marketing, advertising, Salesmanship, economics, accounting, personal finance, management)	S NI U	S NI U	S NI U	________
Engineering: Architectural	S NI U	S NI U	S NI U	________
Civil	S NI U	S NI U	S NI U	________
Drafting	S NI U	S NI U	S NI U	________
Computer Console Operator (Introduction to computing, mini-computer, data base, word processing, spread-sheet, introduction to IBM PC, keyboarding, BASIC, COBOL, RPG, PASCAL, FORTRAN)	S NI U	S NI U	S NI U	________
Child Care (child development, parenting, day care center planning, nutrition)	S NI U	S NI U	S NI U	________
Farm Business Analysis	S NI U	S NI U	S NI U	________

General Comments: ____

____

Suggestions for other Vocational Programs: ____

____

PLEASE COMPLETE AND RETURN THE ENCLOSED SURVEY TO: Robert J. Romine, Dean of Instruction, **Independence Community College, Box 708, Independence, KS 67301**

APPENDIX D

KANSAS OCCUPATIONAL INFORMATION

002 CLERICAL, ACCOUNTING

KANSAS OCCUPATIONAL INFORMATION SYSTEM

SUPPLY REPORT

Cluster Title: CLERICAL, ACCOUNTING
Statewide Trend: P Area Trend: 0
Report Year: 1986 Projected Year: 1990 Cluster Code:002

Discipline Title	Code	Public Second	Public AVTS	Public Commcl	Higher EDUC	Priv. Psec	Training Total
ACCOUNTING/BOOKKEEPING	07.0101		18	26		314	35
ACCOUNTING & COMPUTING	07.0102				19	51	7
TOTALS		0	18	26	19	365	42

Training Total: 42

DEMAND REPORT

STATEWIDE
CLUSTER TITLE: Clerical,Accounting
REPORT YEAR : 1982 PROJECTED YEAR: 1990 CLUSTER CODE 002

- DISCIPLINE - TITLE	CODE	CURRNT EMPLOY	PROJ. EMPLOY	AVG GROWTH	AVG REPLAC	AVG [illegible]
BOOKKEEPING/BILLING MACH OPR	40040201	1890	2350	59	66	125
PROOF MACHINE OPERATORS	40040202	770	920	19	26	45
ACCOUNTING CLERKS	40060601	7880	9580	212	358	570
BOOKKEEPERS,HAND	40060603	10040	12530	310	463	773
CHECKING CLERKS	40062209	110	140	4	5	9
PAYROLL,TIME KEEPING CLERKS	40064000	2290	3000	89	90	179
ACTUARIAL CLERKS	40065204	20	30	1	1	2
STATISTICAL CLERKS	40065211	1650	2060	52	76	128
COIN MACH OPR	40066803	30	130	12	3	15
MEDIA CLERKS/ESTIMATORS	40066809	20	20	0	1	1
STATEMENT CLERKS	40066823	520	660	17	22	39
TOTALS		25220	31420	775	1111	1886

Openings Total 1886

BEST COPY AVAILABLE

APPENDIX E

OCCUPATIONAL PROJECTIONS AND TRAINING DATA

Executive, Administrative, and Managerial Occupations

Accountants and auditors

EMPLOYMENT PROFILE

Total employment, 1984	882,000

Selected characteristics of workers, 1984:

Percent female	40.9
Percent black	5.5
Age distribution (percent):	
16-24 years	13.3
25-54 years	75.1
55 and older	11.6
Percent employed part time, total	5.1
Percent employed part time, voluntary	4.3

Unemployment rate	Lower than average

Industry concentration of wage and salary workers, 1984:

Industry	*Percent*
Accounting, auditing, and bookkeeping services	20.9
Manufacturing	15.1
Government	12.3
Finance, insurance, and real estate	10.4
Wholesale trade	9.1

	Low	*Moderate*	*High*
Projected 1995 employment	1,135,000	1,189,000	1,235,000
Percent change, 1984-95	28.7	34.8	40.1

Employment growth	Much faster than average
Annual separation rate (percent)	9.9

SUPPLY PROFILE

Usual entry and training requirements. Most public accounting and business firms require a bachelor's degree. For a few entry level positions, however, completion of a 1- or 2-year accounting program is adequate. A growing number of employers seek persons with a master's degree in accounting or a master's degree in business administration with a concentration in accounting.

Training completions:

Public vocational secondary and postsecondary, 1983:	
Accounting, bookkeeping, and related programs	105,047
Private noncollegiate postsecondary, 1981:	
Accounting	19,880
Associate degrees and awards below baccalaureate, 1983:	
Accounting; and accounting, bookkeeping, and related programs	17,149
Earned degrees, baccalaureate and above, 1983:	
Accounting:	
Bachelor's	45,732
Master's	3,046
Ph.D.	66

Characteristics of entrants. Most entrants have completed at least some college training, and the majority are college graduates. About half of all entrants have not been working. The remainder transfer from another occupation; some are bookkeepers and accounting clerks advancing to accountant or auditor jobs.

Bank officers and managers

EMPLOYMENT PROFILE

Total employment, 1984	453,000

Industry concentration of wage and salary workers, 1984:

Industry	*Percent*
Commercial and stock savings banks	62.4
Savings and loan associations	13.9
Personal credit institutions	9.9

	Low	*Moderate*	*High*
Projected 1995 employment	544,000	572,000	596,000
Percent change, 1984-95	20.2	26.3	31.8

Employment growth	Faster than average

SUPPLY PROFILE

Usual entry and training requirements. Experience as a management trainee or outstanding work as a bank clerk or teller is required for most starting bank officer and management positions. Management trainees usually must have a bachelor's degree in business administration with a major in finance, or in a liberal arts curriculum such as accounting, economics, commercial law, political science, or statistics. Some banks prefer trainees who have a master's degree in business administration (MBA). Bank officers often participate in company-sponsored training programs, take courses at local colleges and universities, and attend seminars and conferences to broaden their knowledge and skills.

Characteristics of entrants. Most entrants transfer from another professional or clerical occupation. The majority of entrants have had some college training and many are college graduates. Entrants are typically older than entrants to other occupations—reflecting the importance of work experience.

Construction and building inspectors

EMPLOYMENT PROFILE

Total employment, 1984	55,000

Selected characteristics of workers, 1984:

Percent female	3.5
Percent black	2.6
Age distribution (percent):	
16-24 years	6.3
25-54 years	62.5
55 and older	31.2
Percent employed part time, total	5.6
Percent employed part time, voluntary	4.6

Industry concentration of wage and salary workers, 1984:

Industry	*Percent*
Local government	45.8
Special trade contractors	16.7
State government	11.0
Federal Government	9.5
General contractors and operative builders	7.7

	Low	*Moderate*	*High*
Projected 1995 employment	58,000	59,000	61,000
Percent change, 1984-85	4.4	7.4	10.0

Employment growth	Slower than average

APPENDIX F

VOCATIONAL PROGRAM PILOT SURVEY

SURVEY BACKGROUND

One of the areas of concern broached by the visiting teams during the recent accreditation visit was the paucity of management information. Particularly germane to this report, the lack of documentation concerning student perceptions of the college vocational programs was a point of discussion. Subsequently, the Division of Business and Applied Science and the Dean of Instruction worked cooperatively to develop a preliminary survey instrument which could be used in a pilot study to test the perceptions of former vocational students with regard to the vocational programs of the college.

As the planning and development of the pilot study instrument proceeded, three distinct areas of concern began to take focus. First, there was general agreement that the former vocational students should gauge the effectiveness of the vocational programs. That is, the students should evaluate the adequacy of the program in providing useful skills related to employment. Second, because some of the vocational programs can also serve a transfer function for satisfying four year vocational degree requirements, it was decided that the students should evaluate the transfer effectiveness of the vocational programs. Third, arising from concern that institutional vocational program marketing was deficient, it was determined that the instrument should ask former students to assess the effectiveness of vocational program advertising for the college's vocational programs.

Further parameters were established by readability and length considerations. It was determined that the instrument should be brief-no more than a single page. It was also determined that the instrument should be worded in simple fashion, free from jargon and extraneous explanation. Aside from the listing of courses or areas of specialization associated with several of the vocational programs, to insure that students would understand the program titles, this was accomplished. The result was the survey instrument found attached to this summary.

RATE OF RETURN

One thousand nine hundred and ninety-seven former students, enrolled in vocational programs over the past three years were mailed a letter of explanation, attached, requesting their assistance in evaluating the vocational programs of the college. The survey instrument accompanied the letter, and students were asked to return the survey by mail at their own expense.

Of the one thousand nine hundred and ninety-seven surveys distributed, one hundred ten were returned, yielding a return rate of 5.6%. The return rate was less than spectacular. The assessment of the return rate indicates that asking the students to return the survey at their own expense may have had an impact. Likewise, judging from the number of returned letters, vocational students appear to exhibit a great deal of mobility, and the lack of current addresses adversely affected the return rate. Since the survey was a pilot study, follow-up efforts were not undertaken.

TABULATION

The tabulated survey results appear on the attached pages. Despite the low response rate, for those programs for which returns are adequate or in rough proportion to the program share of the total vocational enrollment, some useful insights can be gained. Cosmetology enrollment typically has been larger than the return rate would indicate. As is readily seen, the response rate for the Program Advertising category is highest (99.1%). Assessment of the survey indicates that this is probably due to the fact that this category was the first in a series of three categories on all survey instruments. The response rate for the Transfer Effectiveness category is lowest (48.2%). Assessment indicates that this is due to the fact that this category was last in a series of three categories on all survey instruments. A further indication is that most vocational students are not involved in the transfer of courses, since the function of vocational programs is to provide specific job related training. Consequently, a low return rate was expected with regard to the Transfer Effectiveness category. It is also readily apparently that the rate of "no response" to survey items increases along the series of categories; so that only one respondent made no response to the first or Program Advertising category, 23 respondents made no response to the second or Program Effectiveness category, while 57 respondents made no response to the third or Transfer Effectiveness category. This is probably accounted for by the typical survey respondent fatigue effect.

SALIENT POINTS FROM TABULATION

Respondents generally find vocational program advertising to be satisfactory - 79.81% of those responding to this category so indicate.

Respondents generally find vocational program effectiveness to be satisfactory - 85.06% of those responding to this category so indicate.

Respondents who are involved in transfer of vocational courses generally find the transfer effectiveness of vocational courses to be satisfactory - 90.57% of those responding to this category so indicate.

Respondents identify the greatest area of need for improvement as vocational program advertising - 19.27% of those responding to this category, as compared to 12.64% for program effectiveness and 7.55% for transfer effectiveness.

APPENDIX G

REPORT TO BOARD OF TRUSTEES

REPORT TO BOARD OF TRUSTEES

April 13, 1989

ACCOUNTING DEPARTMENT

The accounting department of Independence Community College is included as part of the Business and Applied Science Division and is located in the lower level of the Academic Building, Room 110. The majority of accounting classes are offered at this location as it is furnished with visual equipment and provides ample work space for 30 to 35 students.

The accounting courses taught by myself annually generate between 35 and 40 FTE, with the student population age ranging from 18 to 70 years of age. The accounting courses fulfill various program requirements, including: accounting, business administration, secretarial, and other business related degrees. Students in the accounting programs have indicated skill enhancement, job improvement, transfer, and completion of the two-year degree as their reasons for completing the courses.

Courses offered in the accounting area have experienced little to no problems with transfer and include the following: Accounting I, Accounting II, Cost Accounting, Intermediate Accounting I, and Accounting with Computers. Recently a Managerial Accounting course proposal was submitted with the intent of offering this course on our campus to facilitate transfer and to fulfill the requirement for the newly established Bachelor of Business Administration degree by Pittsburg State University.

Christine Livingston
April 13, 1989

APPENDIX H

PROSPECTIVE STUDENTS

The following prospective students were mailed the attached letter.

Marilyn Wolfe
R. R. #1. Box 49a
Longton, KS 67352

Melinda Mitchell
P.O. Box 176
Elk City, KS 67344

Sheryl Ritter
Rt. 1, Box 140
Elk City, KS 67344

Jody Blakesley
R. R. #1
Elk City, KS 67344

Chad Baughman
802 Iowa
Neodesha, KS 66757

Tim Huff
1609 North 3rd Street
Neodesha, KS 66757

Lisa Winters
Box 135
Mound Valley, KS 67354

Martin Gretzschel
411 South Wood
Caney, KS 67333

Marsha Finney
1303 West 7th
Coffeyville, KS 67337

Lorie Brinkman
704 West 10th Street
Coffeyville, KS 67337

Susan Blair
Rt. 4, Box 125-C
Coffeyville, KS 67337

Melissa Sanders
Rt. 1, Box 76
Coffeyville, KS 67337

Michael Kempton
322 North 6th Street
Neodesha, KS 66757

Prospective students contacted 1987-88 school year:

Michele Orcutt
Route 1, Box 230A
Caney, KS 67333

Corey Ridgeway
P.O. Box 436
Parsons, KS 67357

Aaron Watts
Rt. #2, Box 218B
Independence, KS 67301

Amy Stewart
RR 2 Box 321-D
Neodesha, KS 66757

Rhonda M. Lauffer
1016 Illinois
Neodesha, KS 66757

Patricia K. Jabben
Rt. 1 Box 255
Neodesha, KS 66757

Danise Williams
Box 277
Longton, KS 67352

Lori Haak
Rt. 1 Box 89
Moline, KS 67353

Deborah Kight
113 Delilah
Sedan, KS 67361

Molly Wood
205 South Montgomery
Sedan, KS 67361

Matt Hunter
P.O. Box 94
Cherryvale, KS 67335

Prospective students contacted 1988-1989 school year:

Kelly Sherman
Rt. 1, Box 6
Fall River, KS 67047

Tiffany Wetmore
812 Iowa
Neodesha, KS 66757

Angela Byler
2416 Valley High Drive
Independence, KS 67301

Rebecca Rathburn
Rt. #1
Caney, KS 67333

Renea White
R. 1, Box 18A
Cherryvale, KS 67335

Steven Sellman
706 North 8th
Humboldt, KS 66748

Martin Weiner
402 West 7th
Chanute, KS 66720

Vicky Tasker
1215 North Washington
Chanute, KS 66720

Stephanie Deppersthmidt
Albert, KS 67511

Earnest Lambert
3535 N. 64th Terrace
Kansas City, KS 66104

November 16, 1989

Laura House
108 East Walnut
Girard, KS 66743

Dear Laura:

Your interest in pursuing a college education in the area of accounting has been brought to my attention and I would like to acquaint you with the accounting department of Independence Community College.

The accounting department is located in the lower level of the Academic Building, Room 110. This location is ideal for accounting instruction as it is furnished with visual equipment and provides ample student work space. The majority of accounting courses are taught at this location and are offered sequentially each semester during the day and the evenings in order to meet both the needs of the community and students.

Independence Community College offers two degrees in the area of accounting: the Associate of Science and the Associate of Applied Science. The Associate of Science degree program in accounting is designed to provide basic and integral courses for transfer to four-year colleges and universities. The Associate of Applied Science degree program in accounting is designed to prepare students for general office accounting. I am enclosing brochures for each of the two-year accounting programs, which include accounting principles, accounting practice, and general education courses. These brochures describe each accounting course and also list the suggested two-year program of study for accounting majors.

The opportunity to visit with you, guide you on a tour of our campus, and answer questions concerning Independence Community College or the accounting programs would be welcomed. Please contact me at (316) 331-4100, Ext. 251, to set up a time for a visit.

Sincerely,

Christine Livingston
Accounting Instructor

APPENDIX I

PERSONAL DATA SHEET

Personal Data Sheet

CHRISTINE LOUISE LIVINGSTON

R. R. #2, Box 279
Neodesha, KS 66757

Date: June 21, 1990

Telephone: (316) 325-5129 (home)
(316) 331-4100 (work)

Date of Birth: February 15, 1956

Marital Status: Married - one child

Degrees: Associate of Arts
Emphasis in Business
Independence Community College
Graduation: May 1976

Bachelor of Science in Business Education
Emphasis in Accounting
Pittsburg State University
Graduation: May 1978
Cumulative GPA: 3.45 (4 point scale)

Master of Science
Emphasis in Accounting - Community College Teaching
Pittsburg State University
Graduation: May 1988

Areas of Study: Accounting, business law, economics, consumer education and computer science

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Education:

Neodesha High School
Neodesha, KS 66757
1968-1974

Independence Community College
Independence, KS 67301
1974-1976

Pittsburg State University
Pittsburg, KS 66762
1976-1978

Emporia State University
Emporia, KS 66801
1980

Pittsburg State University
Pittsburg, KS 66762
1983-1988

Employment:

Unified School District 281
East Highway 24
Hill City, KS 67642
Position: Business instructor
August 1978-July 1981

Colby Community College
Colby, KS
Position: Adjunct accounting instructor
1979-1981

Bob Bacon Real Estate & Insurance, Inc.
414 Main Street
Neodesha, KS 66757
Position: Bookkeeping, claims, and billings
August 1981-May 1983

Independence Community College
Independence, KS 67301
Position: Adjunct accounting Instructor
January 1982-May 1983

Independence Community College
Independence, KS 67301
Position: Accounting instructor
August 1983-to current

Memberships:

Phi Theta Kappa - Beta Omega Chapter
Independence Community College

National Business Teacher Education Honor Society - Pi Omega Pi Chapter
Pittsburg State University

Kansas Business Education Association

Neodesha Arts Association

Kansas Association of Accounting Educators

National Society of Public Accountants

American Accounting Association

Kansas Society of Certified Public Accountants - Associate Member

APPENDIX J

END-OF-YEAR REPORTS

FACULTY MEMBER'S
END OF THE YEAR REPORT
1987-88

DIVISION: Business and Applied Science

DEPARTMENT: Accounting

PERSON SUBMITTING REPORT: Christine Livingston

1. DESCRIBE YOUR DUTIES

Teaching duties included: 4 sections of Accounting I, 2 sections of Accounting II, 1 section of Cost Accounting, 1 section of Intermediate Accounting, 2 sections of Accounting with Computers, 1 section of Individual Income Tax.

Addtional duty listings are requested and listed herein.

2. NUMBER OF STUDENTS YOU SERVED DURING THE 1987-88 SCHOOL YEAR. 203+

3. WHAT WERE YOUR MAJOR BUDGET EXPENDITURES DURING THE 87-88 SCHOOL YEAR?

Instructional supplies, office supplies, books, other and salary.

4. WHICH OF YOUR GOALS AND OBJECTIVES WERE ACCOMPLISHED DURING THIS SCHOOL YEAR?

Effective teaching, student enrollment, student retention, knowledgeable of current information in the areas of accounting and tax, increase in Phi Theta Kappa activities, completion of Masters Degree program of study, increase student advising, course transfer, successful Competition Day.

5. WHAT WERE YOUR MAJOR COLLEGE RELATED ACCOMPLISHMENTS THIS YEAR.

Completion of Masters Degree program of study
Active Phi Theta Kappa organization (see attached)
Successful Competition Day
Active Vocational Advisory Committee with business and industry involvement
Completion of vocational student survey and business/industry survey

6. DESCRIBE THE STUDENT EVALUATION METHODS USED IN YOUR CLASSES THIS YEAR.

Students enrolled in accounting and/or accounting related courses are evaluated through the following criteria as per each course syllabus: homework assignments, tests, attendance, and class participation.

7. WERE THE STUDENT EVALUATION METHODS YOU USED IN YOUR CLASSES THIS YEAR EFFECTIVE? HOW DO YOU KNOW?

The student evaluation methods used this year were very similar in nature to those used in previous years. Effectiveness of those methods can best be measured through information gathered from past students concerning their transfer to other institutions, graduation from other institutions, and job placement. A survey conducted the Summer 1987 by myself and directed to Fall 1983 Accounting I students indicated effective evaluation methods.

8. IDENTIFY ANY NEW TEACHING METHODS, TECHNIQUES, OR MATERIALS; OR IMPROVEMENTS IN TEACHING METHODS, TECHNIQUES, OR MATERIALS WHICH YOU HAVE INTRODUCED IN YOUR CLASSES OR LABS THIS YEAR, AND ASSESS THEIR EFFECTIVENESS.

Use of microcomputers study guides in Accounting I and II. Students using these supplementary materials indicated they were most useful and worthwhile.

9. IDENTIFY ANY SIGNIFICANT IMPROVEMENTS WHICH YOU HAVE MADE IN YOUR CLASSES, LABS, OR WITH RESPECT TO YOUR DUTIES AS A FACULTY MEMBER.

Maintained up-to-date data in teaching area
Use current editions of texts
Further accumulation of supplemental class handouts and information

10. HOW DO YOU PLAN TO IMPROVE YOUR INSTRUCTION IN THE NEXT ACADEMIC YEAR?

Same as 9, as well as attending workshops, seminars and courses of subject interest.

11. IDENTIFY ANY SEMINARS, WORKSHOPS, OR ADVANCED STUDY PROGRAMS IN WHICH YOU PARTICIPATED THIS YEAR. Special Investigation - "Student Follow-up Study", "Comparative Educational Systems, of the U.S. and Great Britain", "Educational Administration", "Community College", and "Topics in Entrepreneurships for Innovative Accounting Educators".

12. IDENTIFY SEMINARS, WORKSHOPS OR ADVANCED STUDY PROGRAMS IN WHICH YOU PLAN TO PARTICIPATE NEXT SCHOOL YEAR.

State vocational conference in Wichita, as well as ofhter seminars, workshops, and courses of subject interest as they are scheduled.

13. DESCRIBE YOUR PROFESSIONAL ACTIVITY OUTSIDE THE COLLEGE (INCLUDE RESEARCH, WRITING, SPEAKING, ETC.)

Research - "Student Follow-up Study"

14. IDENTIFY ALL COMMUNITY ORGANIZATIONS TO WHICH YOU BELONG.

15. DESCRIBE YOUR STUDENT RECRUITMENT ACTIVITIES THIS YEAR.

Contaced all potential student interested in Accounting
Visited with students touring our campus regarding the accounting programs
Visited Neodesha High School
Contacted all Competition Day schools

16. INDICATE YOUR PLAN FOR STUDENT RECRUITMENT ACTIVITIES FOR NEXT SCHOOL YEAR.

Continue contacting potential accounting students
Visit with students touring the ICC campus

17. DESCRIBE ANY ACTIVITY YOU HAVE UNDERTAKEN THIS YEAR TO ASSIST BUSINESS AND INDUSTRY IN THE COLLEGE SERVICE AREA.

Received input from Accounting Vocational Advisory Committee members and forwarded that information to the Dean of Instruction. Assisted with job placement, provided information and/or assistance to business and industry in the areas of accounting and tax related questions.

18. DESCRIBE ANY ACTIVITY YOU HAVE UNDERTAKEN THIS YEAR TO ASSIST NONTRADITIONAL STUDENTS IN THE COLLEGE SERVICE AREA.

All courses offered in the area of accounting are open to all students meeting the requirements, if any, as stated in the college catalog.

19. IDENTIFY ALL OF YOUR COLLEGE WORK ASSIGNMENTS.

Teaching duties as described in #1, budgeting, North Central evaluation, Phi Theta Kappa (see attached list), Competition Day, Student Advising, Student Testing, Vocational Advisory Committee, Long-Range Planning, Computer Advisory Committee

20. PLEASE LIST ALL SCHOOL RELATED ACTIVITIES WITH WHICH YOU ASSISTED THIS SCHOOL YEAR.

All of those stated in #19.

21. PLEASE PROVIDE ANY ADDITIONAL INFORMATION PERTINENT TO YOUR COLLEGE RELATED ACTIVITIES DURING THIS SCHOOL YEAR.

PTK Activities
1987-88

Chapter meeting + election of officers

Nov. 19, Thursday - Faculty Appreciation Day in conjunction with American Education Week. Each ICC faculty member will be presented with a card stating our appreciation to them. (Cynthia Hare and Melody Rose will be in charge of this project)

Nov. 19, 20 & 21 - PTK members will be asked to volunteer to act as ushers for the Fall play, "The Crucible". (Betty Boyd)

Dec. ~~8~~ 15, Tuesday - ICC Board of Trustees meeting. PTK members will be asked to volunteer to attend this board meeting as representatives of PTK. (John Favero)

Feb. 1988 - PTK Spring Banquet with initiation of new members and honorary member designation. (Chris Livingston)

Mar. 4, Friday - Sister Project. ICC PTK chapter will invite two sister chapters, Labette County Community College and Coffeyville Community College, to attend the Spring play with them. (Chris Livingston)

PTK members will be asked to volunteer to act as ushers for the Spring play. (Betty Boyd)

April 1988 - PTK members will be asked to accompanying ICC personnel on recruiting trips to surrounding communities. This project is pending approval of ICC recruiting personnel. (John Favero)

Apr. 12, Tuesday - ICC Board of Trustees meeting. PTK members will be asked to volunteer to attend this board meeting as representatives of PTK. (John Favero)

FACULTY MEMBER'S

END-OF-YEAR REPORT
1988-1989

Division: Business and Applied Science

Department: Accounting

Person Submitting Report: Christine Livingston

1. DESCRIBE YOUR DUTIES.

   Teaching duties included: Four (4) sections of Accounting I; Two (2) sections of Accounting II; One (1) section of Intermediate Accounting; Two (2) sections of Accounting with Computers, and; One (1) section of Individual Income Tax.

   Carried out additional duties as assigned.

2. NUMBER OF STUDENTS YOU SERVED DURING THE 1989-1989 SCHOOL YEAR.

   Approximately two-hundred (200).

3. WHAT WERE YOUR MAJOR BUDGET EXPENDITURES DURING THE 1988-1989 SCHOOL YEAR?

   Instructional supplies, office supplies, and salary.

   Would appreciate college financing of accounting professional memberships.

4. WHICH OF YOUR GOALS AND OBJECTIVES WERE ACCOMPLISHED DURING THIS SCHOOL YEAR?

   Effective teaching, student enrollment, student retention, maintaining up-to-date information in the areas of accounting and income tax, sponsor of Phi Theta Kappa group, completion of Masters Degree program of study, increase student advising abilities, improve course transfer, research and implement new teaching strategies, and work toward approval of Managerial Accounting course.

5. WHAT WERE YOUR MAJOR COLLEGE RELATED ACCOMPLISHMENTS THIS YEAR?

   Active Vocational Advisory Committee with business and industry involvement. Vocational Education Week activities.

   Initiated and maintained professional contacts with the National Society of Certified Public Accountants, American Accounting Association, American Management Association, and the Kansas Society of Certified Public Accountants.

6. DESCRIBE THE STUDENT EVALUATION METHODS USED IN YOUR CLASSES THIS YEAR.

Students enrolled in accounting and/or accounting related courses are evaluated through the following criteria as per each course syllabus: homework assignments, quizzes, major tests, attendance and class participation.

7. WERE THE STUDENT EVALUATION METHODS YOU USED IN YOUR CLASSES THIS YEAR EFFECTIVE? HOW DO YOU KNOW?

Student evaluation methods used in accounting and/or accounting related classes were perceived to be effective, based on student comprehension, student enthusiasm, job placement, and records indicating superior achievement at transfer institutions.

8. IDENTIFY ANY NEW TEACHING METHODS, TECHNIQUES OR MATERIALS; OR IMPROVEMENT IN TEACHING METHODS, TECHNIQUES, OR MATERIALS WHICH YOU HAVE INTRODUCED IN YOUR CLASSES OR LABS THIS YEAR, AND ASSESS THEIR EFFECTIVENESS.

Accounting I Classes: "Focus Groups" were initiated the Fall semester of 1988. The purpose of Focus Groups was to enhance learning through group study, group help, and team work; similar to techniques used in business and accounting practice. Groups of three (3) to five (5) students were designated as a "Focus Group", encouraged to work and study together, exchange telephone numbers and class schedules. At the end of each unit, Focus Groups were given class time to gather, discuss the material, and complete a Focus Sheet. (See attached). Completed Focus Sheets were collected by the instructor. The next class session would begin with the instructor addressing, clarifying, and answering the Focus Sheets. The Focus Sheets were given back to the specific Focus Groups. In addition to Focus Groups, Accounting I students were requested to use Microcomputer Study Guides, provided by the instructor, to assist instruction and material comprehension.

Accounting II Classes: Microcomputer Study Guides, provided by the instructor, were recommended for student use to assist instruction and material comprehension.

Cost Accounting: Decision Assistant computer application software, provided by the instructor, was recommended for student use to assist instruction, material comprehension, and problem solving.

9. IDENTIFY ANY SIGNIFICANT IMPROVEMENT WHICH YOU HAVE MADE IN YOUR CLASSES, LABS, OR WITH RESPECT TO YOUR DUTIES AS A FACULTY MEMBER.

See #8 above.

Open to innovative teaching techniques.

Maintained up-to-date information in teaching areas.

Obtained, prepared, or accumulated supplemental class information, handouts, and materials.

10. HOW DO YOU PLAN TO IMPROVE YOUR INSTRUCTION IN THE NEXT ACADEMIC YEAR?

Plan to implement electronic spreadsheet assignments in each accounting course using LOTUS or other computerized accounting applications software.

Plan to attend workshops, seminars, and courses of subject interest, as well as be open to teaching suggestions.

11. IDENTIFY ANY SEMINARS, WORKSHOPS, OR ADVANCED STUDY PROGRAMS IN WHICH YOU PARTICIPATED THIS YEAR.

Kansas Society of Certified Public Accountants conference for accounting educators at Pittsburg State University.

12. IDENTIFY SEMINARS, WORKSHOPS, OR ADVANCED STUDY PROGRAMS IN WHICH YOU PLAN TO PARTICIPATE NEXT SCHOOL YEAR.

All of subject interest, within feasible time and travel limits.

15. DESCRIBE YOUR STUDENT RECRUITMENT ACTIVITIES THIS YEAR.

Contacted by mail all potential students interested in Accounting

Visited with potential students touring ICC campus

Visited Neodesha High School with Paula Hastings to help with recruiting and enrollment.

16. INDICATE YOUR PLAN FOR STUDENT RECRUITMENT ACTIVITIES FOR NEXT SCHOOL YEAR.

Continue contacting potential accounting students

Continue visitations with students touring ICC campus

Continue advising responsiblities

Increase visits to area high school on recruiting trips

17. DESCRIBE ANY ACTIVITY YOU HAVE UNDERTAKEN THIS YEAR TO ASSIST BUSINESS AND INDUSTRY IN THE COLLEGE SERVICE AREA.

Assisted with job placement, provided information and/or assistance to business and industry in the areas of accounting and tax, received input from Accounting Vocational Advisory Committee members and forwarded information to ICC vocational area.

18. DESCRIBE ANY ACTIVITY YOU HAVE UNDERTAKEN THIS YEAR TO ASSIST NONTRADITIONAL STUDENTS IN THE COLLEGE SERVICE AREA.

All courses offered in the area of accounting are open to any student meeting the course requirements, if any, as stated in the college catalog. Nontraditional students make up the greater enrollment portion of students served in the accounting area. These students are assisted equitably, if not favorably, in all areas, including: advising, transfer, job placement, writing resume's, etc.

19. IDENTIFY ALL OF YOUR COLLEGE WORK ASSIGNMENTS.

Every item identified in this End of the Year Report is a part of my work assignment. In addition to those already identified; Phi Theta Kappa, Competition Day, Student Advising, High School College Day, Vocational Advisory Committee, budgeting, Academic Challenge Team, AACJC Student Scholar Program, Competition Day, etc.

20. PLEASE LIST ALL SCHOOL RELATED ACTIVITIES WITH WHICH YOU ASSISTED THIS SCHOOL YEAR.

See Questions 1 through 19.

21. WILL YOU HAVE MAJOR EQUIPMENT PURCHASES/NEEDS FOR FOR THE COMING YEAR?

Currently utilize a majority of all the equipment in the Business and Applied Sceince area. The existing equipment, due to obsolescence and supercession, will need to be replaced and/or updated as necessary.

22. WILL YOU HAVE SPECIFIC INSTRUCTIONAL NEEDS FOR THE COMING YEAR? YES _X_ NO ___

Adequate instructional supplies budget.

Beginning the Fall of 1989 all accounting students will be required to complete or integrate electronic spreadsheet (LOTUS) or other other accounting applications software as part of their assignments. Computer Lab assistants would serve to facilitate the implementation of computer application software in accounting.

FOCUS SHEET

CHAPTER #_____ FOCUS GROUP #____________

STEP 1: List any new TERMINOLOGY presented in this chapter.

STEP 2: List any new ACCOUNTS presented in this chapter.

STEP 3: Describe any new CONCEPTS or METHODS presented in this chapter.

STEP 4: Describe any new FORMULAS presented in this chapter.

STEP 5: List any new FINANCIAL STATEMENT or FINANCIAL STATEMENT COMPONENTS presented in this chapter.

STEP 6: List the main points your Focus Group learned from this chapter.

STEP 7: List points from this chapter that are unclear to any member of your Focus Group.

STEP 8: Write down a few questions that your Focus Group would like clarified or answered.

APPENDIX K

ENROLLMENT ANALYSIS

ENROLLMENT ANALYSIS
1986-1987

	Student Count		Credit Hours		FTE		Funds	
Course	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Accounting I	118	*	354	*	23.6	*	**	*
Accounting II	*	29	*	87	*	5.8	*	$ 5769
Cost Accounting	14	*	42	*	2.8	*	**	*
Intermediate Accounting	*	6	*	18	*	1.2	*	953
Individual Income Tax	*	7	*	21	*	1.4	*	1640
Accounting with Computers	*	15	*	45	*	3.0	*	2903
Totals	132	57	396	171	26.4	11.4	**	11265

* course not offered
** information not available

ENROLLMENT ANALYSIS
1987-1988

	Student Count		Credit Hours		FTE		Funds	
Course	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
Accounting I	99	*	297	*	19.8	*	$20553	*
Accounting II	*	44	*	132	*	8.8	*	$ 9204
Cost Accounting	11	*	33	*	2.2	*	1769	*
Intermediate Accounting	*	6	*	18	*	1.2	*	914
Individual Income Tax	*	16	*	48	*	3.2	*	3117
Accounting with Computers	8	12	24	36	1.6	2.4	1815	2574
Totals	118	78	354	234	23.6	15.6	24137	15809

* course not offered

ENROLLMENT ANALYSIS
1988-1989

Course	Student Count		Credit Hours		FTE		Funds	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Accounting I	81	*	243	*	16.2	*	$18561	*
Accounting II	*	37	*	111	*	7.4	*	$ 8352
Cost Accounting	12	*	36	*	2.4	*	2268	*
Intermediate Accounting	*	12	*	36	*	2.4	*	1980
Individual Income Tax	*	12	*	36	*	2.4	*	2772
Accounting with Computers	8	13	24	39	1.6	2.6	1752	3243
Totals	101	74	303	222	20.2	14.8	22581	16347

* course not offered

APPENDIX L

COMPETITION DAY CORRESPONDENCE

March 9, 1990

Dear

In the past, several schools particpating in the Independence Community College sponsored High School Competition Day bookkeeping test inquired as to how their students ranked. This year, forty-four high school students competed in the bookkeeping area.

The enclosed sheet is a listing of test results and indicates how your students performed. You may share this information at your discretion.

Sincerely,

Christine Livingston
Accounting Instructor

Enclosure

APPENDIX M

LETTER TO BUSINESS AND INDUSTRY

The Fall semester of , Independence Community College will offer Accounting I for three hours credit on Mondays from 4:00 to 7:00, in Room 110 of the Academic Building. This course offers a comprehensive presentation of basic accounting principles and concepts instrumental in improving or enhancing employee business and personal skills. Major topics of study include:

Double-entry accounting (debits and credits)
Financial statement preparation
Accounting for service and merchandise oriented businesses
Controlling cash
Methods of inventory, depreciation, write-offs
Acquisition and disposal of property, plant and equipment
Receivables and investments
Accounting systems analysis, design, and implementation
Deferrals and accruals
Payroll accounting
Accounting for notes and interest

Independence Community College strives to meet the needs of business and industry through course offerings such as this. I hope that you and your employees will take advantage of the learning opportunities Accounting I provides. Please feel free to contact me at 331-4100, Ext. 251, for additional information.

Sincerely,

Christine Livingston
Accounting Instructor

APPENDIX N

ACCOUNTING PROGRAM BROCHURES

TRUTH
KNOWLEDGE
WISDOM
EDUCATION

For more information contact:
Christine Livingston
Independence Community College
P.O. Box 708
Independence, KS 67301
316-331-4100

Independence Community College

ASSOCIATE OF SCIENCE

ACCOUNTING PROGRAM

INDEPENDENCE COMMUNITY COLLEGE

ASSOCIATE OF SCIENCE ACCOUNTING PROGRAM

he Associate of Science in Accounting prepares students for general college accounting while providing the basic courses
ansfer to four year colleges and universities. Basic accounting principles, accounting practice, and general education
urses offered in the program serve the needs of transfer students in Accounting and other areas of Business Administrat

FRESHMAN YEAR

First Semester 16 Hrs.

nglish Composition I	3
counting I	3
usiness Mathematics or Office Technology	3
llege Algebra	3
cial/Behavioral Science Elective	3
ysical Education	1

Second Semester 17 Hrs.

nglish Composition II	3
counting II	3
boratory Science	5
eech	3
manities Elective	3

SOPHOMORE YEAR

First Semester 15 Hrs.

st Accounting	3
troduction to Computing*	3
ments of Economics I	3
cial/Behavioral Science Elective	3
manities Elective	3

Second Semester 17 Hrs.

ements of Economics II or Business Elective	3
termediate Accounting	3
dividual Income Tax	3
boratory Science	5
mputing Language	3

ntroduction to Analytical Processes
Calculus may be substituted.

COURSES

ACC 1003 Accounting I

Instruction in the fundamental principles of elementary accounting. Includes th recording of business transactions in the journals and ledgers, the closing of th books, voucher system, payrolls, payroll taxes, preparation of financial statem for sole proprietorships and corporations, methods of depreciation and methods o inventory.

ACC 1013 Accounting I

Designed for students who have had high school bookkeeping. Parallels the instruction in Accounting I (ACC 1003).

ACC 1023 Accounting II

Continuation of Accounting I (ACC 1003) or Accounting I (ACC 1013). Emphasi on accounting concepts and principles, changes in price levels, accounting for partnerships, introduction to corporation accounting, stockholder equity, long-te liabilities and investments, consolidated reports, statement of changes in financi position, and financial statement analysis.

ACC 1033 Accounting with Computers I

Through the use of selected microcomputers, the student will transact and compl service and merchandise oriented accounting procedures of a sole proprietorship, partnership, and corporation.

ACC 2003 Cost Accounting

An analysis of the basic principles of Cost Accounting as applied to the job orde and process systems. Includes cost terminology, the cost cycle, special ledgers cost accounting, materials records and inventory control, accounting for labor, manufacturing expenses, departmentalization of factory costs, cost summaries and financial statements.

ACC 2013 Intermediate Accounting

Continuation of the corporation accounting theory and practice. Review of accounting cycle and preparation of the principal accounting statements beyond the scope of the first-year study. Covers more complex problems of the different classes of assets. Includes current liabilities, compound interest, annuities, present value of monies, long-term liabilities, and stock situations.

ACC 2023 Individual Income Tax

Procedure and practice for reporting individual federal tax return.

For more information contact:
Christine Livingston
Independence Community College
P.O. Box 708
Independence, KS 67301
316-331-4100

Independence Community College

ASSOCIATE OF APPLIED SCIENCE

ACCOUNTING PROGRAM

INDEPENDENCE COMMUNITY COLLEGE

ASSOCIATE OF APPLIED SCIENCE ACCOUNTING PROGRAM

The Associate of Applied Science in Accounting is designed to prepare students for general accounting and occupational eeds. Basic accounting principles, accounting practice, accounting related, and general education courses offered in the rogram serve to prepare students in accounting.

FRESHMAN YEAR

First Semester	15 Hrs.
nglish Composition I	3
usiness Mathematics	3
lements of Economics I	3
ntroduction to Computing	3
ccounting I	3

Second Semester	15-17 Hrs.
nglish Composition II	3
ccounting II	3
ccounting with Computers	3
lements of Economics II	3
ntermediate Algebra or Science	3-5

SOPHOMORE YEAR

First Smester	15 Hrs.
ost Accounting	3
ollege Algebra	3
usiness Law	3
peech	3
ocial/Behavioral Elective	3

Second Semester	15 Hrs.
ntermediate Accounting	3
ndividual Income Tax	3
usiness Communications	3
uman Relations in Business	3
umanities Elective	3

COURSES

ACC 1003 Accounting I

Instruction in the fundamental principles of elementary accounting. Includes th recording of business transactions in the journals and ledgers, the closing of th books, voucher system, payrolls, payroll taxes, preparation of financial statemen for sole proprietorships and corporations, methods of depreciation and methods o inventory.

ACC 1013 Accounting I

Designed for students who have had high school bookkeeping. Parallels the instruction in Accounting I (ACC 1003).

ACC 1023 Accounting II

Continuation of Accounting I (ACC 1003) or Accounting I (ACC 1013). Emphasis on accounting concepts and principles, changes in price levels, accounting for partnerships, introduction to corporation accounting, stockholder equity, long te liabilities and investments, consolidated reports, statement of changes in financial position, and financial statement analysis.

ACC 1033 Accounting with Computers I

Through the use of selected microcomputers, the student will transact and complet service and merchandise oriented accounting procedures of a sole proprietorship, partnership, and corporation.

ACC 2003 Cost Accounting

An analysis of the basic principles of Cost Accounting as applied to the job order and process systems. Includes cost terminology, the cost cycle, special ledgers i cost accounting, materials records and inventory control, accounting for labor, manufacturing expenses, departmentalization of factory costs, cost summaries and financial statements.

ACC 2013 Intermediate Accounting

Continuation of the corporation accounting theory and practice. Review of accounting cycle and preparation of the principal accounting statements beyond the scope of the first-year study. Covers more complex problems of the different classes of assets. Includes current liabilities, compound interest, annuities, present value of monies, long-term liabilities, and stock situations.

ACC 2023 Individual Income Tax

Procedure and practice for reporting individual federal tax return.

APPENDIX O

COURSE DESCRIPTIONS

Course Descriptions

ACCOUNTING

ACC 1003 Accounting I 3 hrs.

Prerequisite: None

Instruction in the fundamental principles of elementary accounting. Includes the recording of business transactions in the journals and ledgers, the closing of the books, voucher system, payrolls, payroll taxes, preparation of financial statements for sole proprietorships and corporations, methods of depreciation, and methods of inventory.

ACC 1013 Accounting I 3 hrs.

Prerequisite: Designed for students who have had high school bookkeeping.

Parallels the instruction in Accounting I (ACC 1003).

ACC 1023 Accounting II 3 hrs.

Prerequisite: Minimum grade of "C" in Accounting (ACC 1003) or (ACC 1013).

Continuation of Accounting I (ACC 1003) or Accounting I (ACC 1013). Emphasis on accounting concepts and principles, changes in price levels, accounting for partnerships, introduction to corporation accounting, stockholder equity, long-term liabilities and investments, consolidated reports, statement of changes in financial position, and financial statement analysis.

ACC 1033 Accounting with Computers I 3 hrs.

Prerequisite: Accounting I (ACC 1003 or 1013).

Through the use of selected microcomputers, the student will transact and complete service and merchandise oriented accounting procedures of a sole proprietorship, partnership, and corporation.

ACC 2003 Cost Accounting 3 hrs.

Prerequisite: Accounting II (ACC 1023) with a minimum grade of "C".

An analysis of the basic principles of Cost Accounting as applied to the job order and process systems. Includes cost terminology, the cost cycle, special ledgers in cost accounting, materials records and inventory control, accounting for labor, manufacturing expenses, departmentalization of factory costs, cost summaries and financial statements.

ACC 2013 Intermediate Accounting 3 hrs.

Prerequisite: Accounting II (ACC 1023) with a minimum grade of "C".

Continuation of corporation accounting theory and practice beyond the first-year level. Review of accounting cycle and preparation of the principal accounting statements beyond the scope of the first-year study. Covers more complex problems of the different classes of assets. Includes current liabilities as well as compound interest, annuities, and present value of monies, long term liabilities and stock situations.

ACC 2023 Individual Income Tax 3 hrs.

Prerequisite: Accounting I (ACC 1003) or consent of instructor.

Procedure and practice for reporting individual federal tax return.

ACADEMIC CENTER FOR ENRICHMENT

ACE 1012 Speed Reading Techniques 2 hrs.

Prerequisite: None

Designed for students who have adequate college vocabulary and comprehension skills. Emphasis will be placed on special rapid reading techniques, efficiency and flexibility. All work is done on an individual basis with each program designed after diagnostic testing.

ACE 1153 Medical Terminology 3 hrs.

Prerequisite: None

Designed to provide the knowledge for building a medical vocabulary. Instruction in roots, prefixes and suffixes upon which medical terms are built. Correct pronunciation, spelling and meaning of medical terms is required.

ACE 1163 Legal Terminology 3 hrs.

Prerequisite: None

Structured to give a general knowledge of legal terms, particularly as they apply to civil, family, probate, real estate and corporate law concepts. Correct pronunciation, spelling and definitions will be learned.

ACE 2003
Greek & Latin Elements in English 3 hrs.

Prerequisite: None

An extensive study of Greek and Latin elements in the English language.

ART

AED 1003 Design 3 hrs.

Prerequisite: None

One and one-half hours two days per week. Laboratory problems that stress the importance of the elements and

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APPENDIX P

FALL 1983 ACCOUNTING I STUDENT FOLLOW-UP SURVEY

COMPLETED IN 1987

The following information is a summarization of the data obtained from the returned questionnaires.

- * 63.33% of the respondents (nineteen of thirty) did graduate from Independence Community College
- * 43.33% of the respondents (thirteen of thirty) have graduated from a four-year college or university
- * 76.92% of the respondents that have graduated from a four-year college or university (ten of thirteen) were graduates of Independence Community College
- * 56.67% of the respondents (seventeen of thirty) have not graduated from a four-year college or university
- * 70.00% of all respondents (twenty-one of thirty) have transferred/attended at least one four-year college or university.
- * 66.67% of those respondents that transferred/attended at least one four-year college or university (fourteen of twenty-one) were graduates of Independence Community College
- * 30.00% of all respondents (nine of thirty) have not transferred/attended at least one four-year college or university
- * 52.63% of the respondents that were Independence Community College graduates (ten of nineteen) have graduated from a four-year college or university
- * 47.37% of the respondents that were Independence Community College graduates (nine of nineteen) have not graduated from a four-year college or university
- * 27.27% of the respondents that were not Independence Community College graduates (three of eleven) have graduated from a four-year college or university
- * 72.73% of the respondents that were not Independence Community College graduates (eight of eleven) have not graduated from a four-year college or university
- * 94.75% of the respondents (twenty-nine of thirty) are currently employed

APPENDIX Q

TRANSFER EQUIVALENCY

TRANSFER EQUIVALENCY

Course Title	ESU	KSU	PSU	WSU	KU
ACC1003 Accounting I	AC203	T	T	T	T
ACC1013 Accounting I	AC203	T	T	T	T
ACC1023 Accounting II	AC213	AC211	201	AC210	BUS240
ACC1033 Acctng/Computers	AC100T3	T	T	T	T
ACC2003 Cost Accounting	AC333	T312*	T*	AC320*	BUS241
ACC2013 Int. Accounting	AC303	T311*	T*	AC310*	T*
ACC2023 Indiv. Income Tax	AC222	T	T*	AC430*	T

*Validation required for accounting major/minor.

APPENDIX R

STUDENT FOLLOW-UP SURVEY

THOSE MAKING CHANGES IN FUTURE EDUCATIONAL OR CAREER PLANS

22 *Yes*   *60* *No*

COMMENTS - CHANGES IN FUTURE EDUCATIONAL OR CAREER PLANS

Decided against attending the Kansas City Art Institute - Leaning towards KU.

I have decided to go into a more business-oriented major.

Have decided to return to origianl major of secondary education with possibly a minor in psychology or counseling.

New major.

I plan to get my teaching degree.

Go on to Kansas State.

Medical School?

Changed Majors. Travel and Tourism to Public Relations.

I plan to go into Art as a teacher, or possibly become a commercial artist - before, I didn't know exactly what I wanted to do.

Made the decision to pursue a degree in primary education.

Going into Internatioanl Business.

I've decided to go to nursing school and become an R. N. in the near future.

Employment at Cobalt Boats.

Going into field of Information Systems instead of Commercial Art.

I decided to continue with my education in the business field.

I've begun to like mangement as well as accounting.

Decided to go to Washburn University, but I'm waiting a year.

Taken employment in Civil Service at Wichita, Ks.

COMMENTS - CHANGES - CONT'D.

I still plan to study physical therapy and also plan to study nutrition.

Changed from secretarial science to accounting.

Changed from physical education to wildlife preservation.

CURRENT COLLEGE MAJOR OR PROGRAM

1	Vo-Tech Education
1	Physical Therapy
8	Elementary Education
1	Pharmacy
1	Design/Illustration
18	Business
9	Accounting
2	Public Relations/Advertising
2	Psychology
1	Chemical Engineering
2	Secondary Education
3	Art
1	International Business
2	Foreign Language
1	General
1	Physical Therapy
1	Actuarial Science
6	Secretarial
1	Photography
1	Engineering
3	Special Education
1	Early Childhood Behavior
1	Printing
3	Computer Science
1	Nursing
1	Physical Education
3	Law
1	Plastics Engineering
1	Information & Systems
1	Architecture
2	Social Work

55.57% current college major or program in business/accounting

APPENDIX S

OUTSIDE ACCREDITATION

KSCPA Newsletter

Vol. 37 Number 6
February, 1990

Kansas Society of Certified Public Accountants
and Its Educational Foundation

KSCPA seeks legislation to close quality review files and enact the 150-Hour requirement to sit for exam

At the request of the KSCPA, bills dealing with the 150-Hour educational requirement to sit for the CPA Exam and the discoverability of Quality Review reports through the judicial process will be considered during the 1990 session of the Kansas Legislature.

The Kansas House Governmental Organizations Committee voted January 17 to introduce the 150-Hour Bill, while the House Judiciary Committee voted a day earlier to introduce legislation dealing with lawyers' access to Quality Review results.

The 150-Hour legislation would require all candidates for the initial CPA examination after June 30, 1997, to have successfully completed 150 hours of course work including a baccalaureate degree. The 150 hours would include a concentration in accounting.

After being informed lawyers could obtain the results and letter of comments issued in conjunction with Quality Reviews of Kansas CPA firms, the KSCPA Executive Committee voted unanimously to seek legislation which would make the results of the reviews private.

The proposed legislation would prevent discovery of the Quality Review report, letter of comments, reviewer working papers and the opinion of the reviewers in judicial proceedings.

In another action involving the accountancy law, the House Governmental Organizations Committee voted January 18 to kill HB 2090 which would have authorized CPAs to manage more than one office. This bill was introduced last year, however, the State Board addressed the issue by adopting rules and regulations permitting all CPA firms to have a branch office.

The State Board advises that six individual practitioners and eight partnerships or professional corporations have registered an additional office under the regulation which was adopted in August.

From The President . . .

SECPS vote receives wide margin of approval in Kansas

Over 1,400 CPAs in Kansas joined the overwhelming majority of members of the AICPA in voting to tighten bylaw requirements for auditors of publicly held corporations.

Results of the SECPS membership vote in Kansas shows that 1,586 or 54.97 percent of eligible AICPA members voted. A total of 1,433 or 90.35 percent voted yes, and 153 or 9.65 percent voted no on the proposal.

Nationally, 148,537 AICPA members, or 51.36 percent voted on the question with 129,119 or 86.92 percent voting yes.

The bylaw change means that public accounting firms with AICPA members must be a part of the Institute's SEC Practice Section if the firm audits companies that are SEC registrants.

This proposal represented the final element of the AICPA's seven-point Plan to Restructure Professional Standards, which has been in development since 1983. Members adopted the six other elements of the Plan two years ago.

Dale L. Birney

In Memoriam

RUSSELL L. PEARMAN, CPA

January 10, 1990

1989 individual, corporate tax forms available

Again, the Kansas Society will offer to members only same day service on orders for all state individual and corporate income tax forms. Federal forms will no longer be included in the service.

Nationwide many states have not yet released some of their 1989 forms, so the KSCPA service may not be able to provide all forms on the day they are requested. However, back orders will be filled on an available basis.

The cost of the service is $.50 per side with a $2.00 minimum. The KSCPA will FAX the forms to members for $.75 per side with a $3.00 minimum.

To order call Connie at the KSCPA office 267-6460 or toll free in Kansas 1-800-222-0452.

National Society of Public Accountants
1010 N. Fairfax Street, Alexandria, Virginia 22314
Tel: (703) 549-6400, FAX: (703) 549-2984

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Alexandria, Virginia

Dear Educator:

Are you familiar with the employment opportunities available to your students in small business and independent local accounting/tax practices? If some of your students seek independent practice, what can they expect? Can you, as a trusted advisor, provide them with the information they need?

More and more of today's accounting students are choosing careers other than with large accounting firms or industry. They are choosing independent, local small business-oriented practice, and they are looking to you for advice on this career choice.

If you're concerned about your students' career opportunities and would like to be kept up to date on the accounting and taxation profession in small business practice, then you should be a member of the **National Society of Public Accountants.**

NSPA is the professional organization supporting the interests of small business and independent accounting/tax practitioners. Representing over 24,000 CPAs, PAs, Enrolled Agents and other accounting/tax professionals, the **National Society** concentrates on providing its members with superior informational resources, educational opportunities and practice assistance services.

As an Educator member of **NSPA**, you can benefit from a wide-range of special services and stay up-to-date on current developments in the small practice field. Additionally, these member opportunities are available to you at a significantly discounted membership rate of only $36 annually (regular professional membership dues are $120).

I have enclosed a special **NSPA** Educator Membership Application which details some of the services and opportunities available to you and through you to your students. I encourage you to JOIN NSPA TODAY to learn more about independent, small business practice. **NSPA** membership is an investment in your profession, your students and the future!

Sincerely,

Stanley H. Stearman
Stanley H. Stearman
Executive Vice President

American Accounting Association

Gerhard G. Mueller, CPA, President 1988-89
Affiliate Program Professor of Accounting
University of Washington
Mackenzie Hall, DJ-10
Seattle, Washington 98195 USA
(206) 543-5985

Two-year College
Accounting Faculty

I am writing to invite you to become a member of the American Accounting Association (AAA).

The AAA was founded in 1916 as the American Association of University Instructors in Accounting. Its present name was adopted in 1935. The Association, with a current membership of over 9,000, is a voluntary organization of persons interested in accounting education and research.

Membership includes a subscription to two quarterly journals, The Accounting Review and Accounting Horizons, to two issues of Issues in Accounting Education, and to the newsletter, Accounting Education News. Also, you are able to purchase Association publications at a discount.

A national meeting and seven regional meetings are held each year with a wide range of program topics of interest to accounting educators.

There are AAA sections for specific areas of interest in:

1. Accounting, Behavior and Organizations
2. American Taxation Association
3. Auditing
4. Government and Nonprofit
5. Information Systems/Management Advisory Services
6. International Accounting
7. Management Accounting
8. Public Interest
9. Two-year College

Association members are entitled to affiliate with any number of these sections, each at modest annual dues.

The membership application form enclosed allows you the opportunity to enroll for membership in the Association as well as to affiliate with specific areas of interest.

I urge you to accept this invitation to join with us as a member of the American Accounting Association.

Sincerely,

G. Mueller

Gerhard G. Mueller

GGM:ic
Enclosure

APPENDIX T

PSU COMPARISON - AICPA LEVEL 1A TEST SCORES

COMPARISON OF FINANCIAL ACCOUNTING AND INTERMEDIATE ACCOUNTING GRADES AND AICPA LEVEL IA TEST SCORES
1986 - 1990

ACCOUNTING MAJORS ONLY

		AVERAGES		
	NUMBER	FINANCIAL ACCOUNTING GRADES	AICPA LEVEL IA TEST SCORES PERCENTILES	INTERMEDIATE ACCOUNTING GRADES
PSU	155	3.5	46	3.1
COMMUNITY COLLEGES	56	3.5	49	3.1

Individual grades and test scores for five of the six area community colleges ranged as follows:

Financial Accounting grades	-	3.0 to 3.8
Test score percentiles	-	31 to 61
Intermediate Accounting grades	-	2.9 to 3.3

MATHEMATICS DEPARTMENT
PROGRAM REVIEW
1989-90

Prepared
by
INDEPENDENCE COMMUNITY COLLEGE
DEPARTMENT OF MATHEMATICS

April 1, 1990

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INTRODUCTION

This program review document responds to a request by the Vice-President of Instruction of Independence Community College and follows a model "Non-Vocational Program Review Guide" as provided. The review documents the strengths and weaknesses of the mathematics department from our perspective. In that context, we assume the need for its inclusion as an integral part of the curriculum for any comprehensive educational institution.

The information contained herein generally follows the format of the review guide. Additionally, we have included a number of appendices containing ancillary information. Also, note ~~a number of~~ that the recommendations mentioned throughout the body of the report are stated in summary form on pages 32-33.

The math department hopes that this review will be of benefit to the institution as a whole. We are certainly willing to respond to relevant questions regarding the content of this report.

Mathematics Department Instructors:

Glenn Williams__________________________________

John Favero_____________________________________

NON-VOCATIONAL PROGRAM REVIEW GUIDE

This instrument is intended to be used to direct a comprehensive non-vocational program review. It is intended to be used to document need for the program; strengths and weaknesses of the program; and to assist in the development of a narative addressing need, strengths, and weaknesses. Each component of each criterion will be evaluated as S (satisfactory), NI (needs improvement), or U (unsatisfactory).

LIST OF CRITERIA

CRITERION 1 Institutional Mission and Goals

[[✓ S] NI U] A. Establish that the program is consonant with the philosophy of the college.
[[✓ S] NI U] B. Establish that the program is consonant with the goals of the college.

CRITERION 2 Advisory Council Involvement

[S [✓ NI] U] A. List the names, addresses, and occupations of all program advisory council members.

[S [✓ NI] U] B. Provide minutes and/or other documentation of program advisory council meetings during which goals, objectives, strengths and weaknesses of the program were discussed.

[S [✓ NI] U] C. Document the program advisory council's recommendations for improving the program, or addressing any deficiency of the program.

CRITERION 3 Labor Market Data

[[✓ S] NI U] A. Cite labor market projections and/or data relating to employability for the major(s) within this program.

CRITERION 4 Comprehensive Needs Assessment

[S [✓ NI] U] A. Develop and administer a needs assessment survey which documents the need for the program at the local, regional, and state level.

[[✓ S] NI U] B. Establish evidence of student interest in the program.

[[✓ S] NI U] C. Establish that the program and the courses within the program are not excessively duplicative of those offered by other community colleges in the state.

CRITERION 5 LEA Needs Assessment

[S [✓ NI] U] A. Survey and document interest in and potential enrollment in the program at service area high schools.

[[✓ S] NI U] B. Document support for and/or perception of need for the program by administrators of LEA's in the service area.

CRITERION 6 Curriculum Analysis

[[✓ S] NI U] A. Document the courses in the program as it currently stands.

[[✓ S] NI U] B. Evaluate the content of the courses in the program in terms of scope, currency, and applicability to Regent's transfer programs.

[[✓ S] NI U] C. Evaluate the textual materials of the courses in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] D. Evaluate the objectives and competencies specified for each course.

[[✓ S] NI U] E. Evaluate the sequence of courses in the program as normally offered.

[[✓ S] NI U] F. Evaluate the extent to which courses in program have kept up with recent developments in the field especially as they mat apply to Regent's transfer programs..

[[✓ S] NI U] G. Recommend courses alterations, additions, and/or deletions.

[[✓ S] NI U] H. Ascertain that a current course syllabus is on file in the office of the Dean of Instruction for each course in the program.

[[✓ S] NI U] I. Ascertain that each syllabus for each course contains the following material:
A detailed course outline.
Publication information relative to the proposed textbook.
A complete description of the course and its place in the curriculum.
A detailed list of course learning objectives.
A detailed list of competencies to be attained by students.
A descriptions of the method of instruction to be used.
A description of the method to be used to evaluate student performance.
A list of materials which students will need in order to take the course.
A list of applicable reference materials available to students who enroll in the course.

CRITERION 7 Instructional Analysis

[[✓ S] NI U] A. Document the credentials and qualifications of the instructors in the program.

[[✓ S] NI U] B. Evaluate the teaching effectiveness of the instructors in the program.

[[✓ S] NI U] C. Evaluate the method or type of instruction used by the various instructors in the program.

[S [✓ NI] U] D. Evaluate the method used to determine how effective the instructional process has been in achieving program objectives.

CRITERION 8 Facilities, Equipment and Materials Analysis

[[✓ S] NI U] A. Evaluate the facilities applicable to the program, as they relate to program objectives and competencies.

[[✓ S] NI U] B. Evaluate the equipment applicable to the program, as it relates to program objectives and competencies.

[[✓ S] NI U] C. Evaluate the materials applicable to the program (including library/media center holdings and acquisitions) as they relate to the program objectives and competencies.

[[✓ S] NI U] D. Establish facilities, equipment and materials needs, both short and long term, in the context of program objectives and competencies.

CRITERION 9 Enrollment

[[✓ S] NI U] A. Document the enrollment for each course of the program each year for the last three years.

[[✓ S] NI U] B. Establish the proper figure for each of the following catagories of program enrollment for each of the last three years.

Year 1986-1987

Number of students enrolled in the program	408
Student credit hours generated by the program	1440
FTE Enrollment of the program	96

Year 1987-1988

Number of students enrolled in the program	570
Student credit hours generated by the program	1952
FTE Enrollment of the program	130.1

Year 1988-1989

Number of students enrolled in the program	539
Student credit hours generated by the program	1821
FTE Enrollment of the program	121.4

[S [✓ NI] U] C. Provide program enrollment projections for the next three years and explain them.

CRITERION 10 Cost

[[✓ S] NI U] A. Establish the proper figure for each of the following categories of program cost for each of the last three years.

Year 1986-1987

Salaries	$63,285.–
Fringe Benefits	3,828.–
Equipment purchases	–0–
Equipment maintenance and repair	–0–
Supplies	75.–
Travel	29.40
Total Cost	$67,217.40

Year 1987-1988

Salaries	$62,838.–
Fringe Benefits	4,095.–
Equipment purchases	–0–
Equipment maintenance and repair	–0–
Supplies	190.–
Travel	29.40
Total Cost	$67,152.40

Year 1988-1989

Salaries	$67,121.–
Fringe Benefits	4,316.–
Equipment purchases	–0–
Equipment maintenance and repair	–0–
Supplies	105.–
Travel	29.40
Total Cost	$67,255.40

CRITERION 11 Marketing Analysis

[[✓ S] NI U] A. Identify the target market for this program as it currently operates.

[[✓ S] NI U] B. Document the advertising/marketing efforts associated with the program as it currently stands.

[S [✓ NI] U] C. Evaluate the effectiveness of the advertising/marketing efforts associated with the program as it currently stands.

[S [✓ NI] U] D. Recommend alterations in the advertising/marketing efforts associated with the program.

CRITERION 12 Internal Procedures Analysis

[S [✓ NI] U] A. Evaluate advising effectiveness as related to the program.

[S [✓ NI] U] B. Recommend alterations of the advising process as related to the program.

CRITERION 13 Transfer

[S [✓ NI] U] A. Document the percentage of program enrollees who transfer to comparable university programs.

[S [✓ NI] U] B. Evaluate the effectiveness of the program in meeting the needs of transfer enrollees, through follow-up surveys or other similar means.

[S [✓ NI] U] C. Document the extent of program articulation with universities by providing evidence indicating that the courses in the program are transferable to each of the state universities and by providing evidence indicating that the courses in the program satisfy both program and course requirements for comparable programs at the state universities.

CRITERION 14 Placement and Demographics

[[✓ S] NI U] A. Document the number and percentage of program enrollees for the last three years who fall into the following categories.

Year 1986-1987

Number	% of Total	
32	11.6%	Adults returning to school
240	88%	Recent high school graduates
185	67.6%	Residents of the service area
112	41%	Employed while attending
161	58.9%	Unemployed while attending
216	77%	Residing off campus
57	20.1%	Residing on campus
30	11%	Majors
243	89%	Non-Majors

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Year 1987-1988

Number	% of Total	
65	21.8%	Adults returning to school
232	78%	Recent high school graduates
184	62%	Residents of the service area
118	39.6%	Employed while attending
178	60%	Unemployed while attending
231	77.7%	Residing off campus
66	22.3%	Residing on campus
42	14.2%	Majors
255	85.8%	Non-Majors

Year 1988-89

Number	% of Total	
34	10.7%	Adults returning to school
281	89.3%	Recent high school graduates
205	65.1%	Residents of the service area
126	40%	Employed while attending
189	60%	Unemployed while attending
127	40.3%	Residing off campus
160	50.7%	Residing on campus
95	30.2%	Majors
220	69.8%	Non-Majors

CRITERION 15 Survey of Previous Program Enrollees

[S [✓ NI] U] A. Survey former students and document their evaluation of the effectiveness of the program and their perception of its strengths and weaknesses.

CRITERION 16 Admissions Requirements

[[✓ S] NI U] A. List any requirements which limit or restrict admission to the program in some fashion, and justify such restrictions.

CRITERION 17 Outside Accreditation

[[✓ S] NI U] A. List all outside accrediting, licensing or certifying agencies or organizations which approve, review, and/or have in-put in the conduct or standards of the program, and explain the relationship of the program to any such agency listed.

CRITERION 18 Affirmative Action/Sex Equity

[[✓ S] NI U] A. Explain how this program effects the institution's commitment to affirmative action and sex equity.

CRITERION 1

INSTITUTIONAL MISSION AND GOALS

A....The mathematics department finds no conflict of its program with the philosophy of the college even to the extent that the word college in the mission statement (See Appendix A) could be followed with the words mathematics department.

B....Within the list of seven goals or purposes (See Appendix A) of the college, the mathematics department identifies its greatest strengths in connection with purposes 1 and 2, and to a somewhat lesses extent with purpose 4. We are weak in the other purposes, mainly due to the restrictions of physical and financial resources.

Criterion 2

ADVISORY COUNCIL INVOLVEMENT

A.B.C...The mathematics department has never had a group outside the college organized to provide exclusive guidance for the mathematics program, to assist in identifying and promoting its strengths, or to identify and correct its weaknesses. Thus, it is speculative whether that is a strength or a weakness. Presently, the guidance, promotion, and correction is managed within the overall organizational structure of the college. The strengths of this mode of operation are that guidance, promotion, and correction are ongoing, continuous, and managed by those who *should* best understand how the mathematics program fits in a comprehensive educational process. The weakness in this procedure is that priority emphasis in programs regularly fluctuate, causing difficulties in maintaining clearly defined goals and objectives.

Although, we recognize the value of an outside advisory council for certain situations,and do not reject the formation of such, we are reasonably satisfied with the present system.

CRITERION 3

LABOR MARKET DATA

A....According to the Occupational Outlook Handbook (1988-89) the national and state employment projections for many fields in mathematics will show a marked increase in job vacancies in the near future. Several mathematics areas are termed "Fast Growing Occupations" and they include those career areas with employment of 1000 or more in 1995 and a per cent change in employment from 1986 at least twice that of the average for all occupations.

Below is a list depicting two rapidly growing careers:

Occupations	Employment		Change	
	1986	1995	Number	%
Mechanical Engineering	1610	2130	520	32.3
Electrical and Electronic Engineering	3390	4380	990	29.2

The following represent Fast Growing Occupations in the United States from 1986 to 2000:

Mathematical Scientists: Employment is expected to increase by 46% making it one of the fastest growing occupational areas in the U.S. economy.

Engineers: Employment is expected to increase by 32% Electrical engineers will show the most increase.

Mathematicians: Employment of Mathematicians is expected to increase about as fast as the average for all occupations, 18% through the year 2000.

Statisticians: Employment increase is predicted to be the same as the average of all occupations, 18%.

(For further labor market data, See Appendix I.)

CRITERION 4

COMPREHENSIVE NEEDS ASSESSMENT

A.....The department does not have a formal needs assessment survey instrument, though we believe a number of other sources document the need for a mathematics program, i.e., student enrollment data, placement testing, guidance, and advisement information, etc. The department questions the need for a formal needs survey instrument. On the other hand, we believe we are capable of developing one, if conditions merit such action.

B....The greatest increase in the math area occurs in college algebra because of the changes made in course offerings and graduation requirements. Beginning algebra and pre-algebra were added to strengthen backgrounds of students enrolling in college algebra during the 1988-89 school year. Requiring college algebra for graduation in various degrees will continue to enhance enrollment in this course. Calculus III and differential equations show an increased enrollment the past three years. This would indicate more interest in math and science and would also tend to improve student retention.

C....The department has considerable difficulty determining whether the math program and courses within the program are excessively duplicative of those offered by other community colleges in the state, since we have no clear guidelines as to what "excessivelly duplicative" means. Lacking that,

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we can only state that we endeavour to provide a program that, (1) makes adequate provision for basic needs and requirements, and (2) offers courses in the program for advancement, enrichment, and specialization. It is our view that fulfilling these provisions does not constitute an excessively duplicative situation.

CRITERION 5

LEA NEEDS ASSESSMENT

A....Information from Independence Community College recruiters indicate that high school seniors have become more college oriented. The number of seniors attending recruiting sessions has increased by 12% over the previous school year. Also, the number of high school specials enrolled in one college course is increasing. In college algebra, the data is as follows:

Year	Students
1986-87	4
1987-88	5
1988-89	2
1989-90	7

B....Below is a summary of off-campus mathematics courses taught at outreach areas. Also, listed are the total number of credit hours and FTE for the years from the Fall Semester of 1986 through the Spring Semester of 1989.

Number of Classes	Town	Enrollment
2	Sedan	17
6	Neodesha	120
4	Cherryvale	73
1	Howard	8
13		218

39 Credit Hours

Average FTE 14.5

CRITERION 6

CURRICULUM ANALYSIS

A....See Appendix B for the list of courses presently offered in the mathematics program.

B....The instructors in the mathematics program regularly discuss course content in terms of scope, currency, and applicability to Kansas Regent's transfer programs. When significant changes occur, they confer with their Division Chairmen. There have been no major problems in this area relative to the Regent's transfer programs. This is a definite strength of the mathematics program.

C....The instructors in the mathematics program regularly discuss textual materials in terms of scope, currency, and applicability to Kansas Regent's transfer programs. When significant changes occur, they confer with their Division Chairmen. There have been no major problems in this area relative to the Regent's transfer programs. This is a definite strength of the mathematics program.

D....In regular discussions the mathematics instructors debate and determine the objectives and competencies specified for each course. These are shared with the students enrolled in each appropriate mathematics course. *There are no secrets as to what the objectives, competencies, and evaluation procedures are for each course.* This is a definite strength of the mathematics program.

E....A sequential listing of the courses in the mathematics program is given in Appendix C. Students may enter the sequence at any course level with proper prerequisites. Barring unusual circumstances, it is practically a guarantee that, if a student begins at the level appropriate to his background of knowledge and proceeds through the sequence as given, he will be successful at every level in the program. This is a definite strength of the program. However, a definite weakness of the program is that students regularly do not enter at the appropriate level and/or do not follow the sequence. There is presently no established policy to prevent this from happening. However, the Vice-President of Instruction is attempting to alleviate the situation by sending letters (See Appendix D) to students violating the sequence, encouraging them to follow the prerequisite requirements as stated in the catalog. Some positive results have been noted, particularly in College Algebra. This is the course where the greatest number of violations to the sequential order have occurred. As a result fewer students in College Algebra have withdrawn this semester. This procedure will be continued and with improvements in placement via the ASSET or other testing process, it is anticipated that the number of sequence violations will decrease. In any case the problem must be resolved because it is detrimental to the mathematics program, both quantitatively and qualitatively.

F....Most of the recent developments in the field of mathematics are related to calculators and computers. The instructors encourage students to become proficient in the usage of calculators and computers. These devices are viewed as an aid to the learning of mathematics. In that regard, the mathematics program attempts to present a balanced view of both the glories and the perils of the computer age.

G....Pre-algebra and beginning algebra courses have been added to strengthen the backgrounds of students entering College Algebra. This change was initiated in the school year of 1988-89. Also, Basic Math II was deleted and the course content was incorporated into Pre-algebra.

H....The course syllabi are on file as required.

I....The course syllabi contain the items required. However, the introduction of a new syllabus form may require some revision of some syllabi presently on file.

CRITERION 7

INSTRUCTIONAL ANALYSIS

A....The mathematics department consists of two full-time mathematics instructors and one full-time physics, physical science instructor who teaches one remedial math class. Additionally, a variable number of adjunct faculty are hired by the Continuing Education Director as the need arises.

The two full-time instructors have been associated with the college since 1962 and 1966, respectively. Both have previous experience as high school mathematics teachers. Both hold advanced degrees with majors in mathematics and additional graduate work in mathematics beyond their highest degree. The physics-physical science instructor has been with the college since 1987. He also holds an advanced degree with a major in physics. The qualifications and credentials of the adjunct faculty are not generally registered with the department. Ideally, an adjunct instructor in the department should have at least a bachelors degree with a major in mathematics, though this is not always the case.

Resumes of full-time mathematics instructors are included in Appendix E.

B....We do not believe there are any techniques that accurately evaluate teaching effectiveness. However, we do think that the nature of mathematics is such that those who would attempt to teach it should possess a number of observable common characteristics before they can be judged effective. Chief among those characteristics would be: Good moral character, integrity, honesty, fairness, considerable knowledge and understanding of course content, good organizational and communication skills, an ability to establish and maintain reasonable standards and expectations, a philosophy that places classroom instruction at the highest priority level, and a reservoir of opposition to ideas which impede on any or all of these characteristics. The mathematics department operates within this framework presently, and believes it is the right direction for the future.

We conclude that, under present methods, teaching effectiveness is observable but not measurable as a single element. However, we theorize that if a technique is developed which accurately measures the aforementioned characteristics in a potential mathematics teacher, then their teaching effectiveness will also be measurable along the same lines.

CRITERION 8

FACILITIES, EQUIPMENT AND MATERIALS ANALYSIS

A....The physical facilities for the mathematics department are located in general purpose classrooms on the first floor of the academic building. As such, they are not specially equipped except for having extra amounts of chalkboard space.

It would, of course, be much more convenient to teach in specially designed facilities. However, we have few problems with the present arrangement. The few that do occur generally involve scheduling, since the classrooms are sometimes used for other classes. Generally though, we seem to have priority for their usage so we are basically satisfied.

B....We find the equipment available for the teaching of mathematics to be adequate though basic. This is satisfactory since most of our mathematics program is either fundamental and basic or remedial. It would certainly help to have one or two mini-computers in the classroom, but this seems impractical because of security reasons, and the fact that the classrooms are also used for other courses and programs besides mathematics. We encourage students to use computers and calculators as aids in doing mathematics.

C....We usually develop most of our own supplementary materials beyond the basic textbook material. This method provides us greater flexibility in working with our students. Occasionally, there are items which require usage of the library and media center.

D....Facilities, equipment, and materials for the short term are adequate but not exceptional. In stating this, the department recognizes that they do not operate the program in the context of a high technology process. Rather, their emphasis of operation is directed toward critical thinking and organizing information. It is not evident to us that this emphasis is incorrect, or that major changes need to be made. We believe that the majority of our students need to improve basic thinking processes before attempting mastery of a high technology world.

For the longer term we see a need for more (1) emphasis on teaching basic mathematical skills, (2) individualized instruction at the remedial level, (3) recognition of the essential mathematics background required for a college student, and (4) tutoring, ~~and~~ Pre and post- testing as a mandatory part of each student's mathematical experience. Relative to #4, it should be mentioned that ICC has operated a math tutoring lab since 1983 and we expect that it will continue.

CRITERION 9

ENROLLMENT

A....See appendix J for the relevant information.

B....See the chart on page 4 for the relevant information.

C....The mathematics department projects an increase in enrollment based on information received from Independence Community College recruitment and continuing education programs. Indications are that high school students are more college oriented and employees in the labor field are becoming aware of the advantages of college training to improve job security, career changes, and self-improvement. Senior citizens and individuals who have taken early retirement are returning to college for various reasons. (Also, see Appendix K)

CRITERION 10

COSTS

A....The substance of criterion 10A is contained within the chart on page 4. It should be noted that the department is extremely conservative in the areas of equipment, maintenance, supplies, and travel. It should not be an assumption that this will apply for the long-term as educational changes occur.

CRITERION 11

MARKETING ANALYSIS

A....The majority of the students enrolled in classes offered by our department reside in Independence and the immediate area. We believe this to be our primary target market. A A secondary market consists of the service area, which we consider to be Elk, Chautauqua, Wilson, and outlying regions of Montgomery County. Beyond these areas we give due consideration to filling the needs consistent with the mission and goals of the college.

B....We are considerably reliant on the expertise of the recruiting personnel of the college for advertising and marketing our program.In this respect we are consistently available to respond to questions and inquiries regarding our program. It has been a policy of long standing that we communicate, by personal letter, with those interested students who are identified to us by the recruiting staff.

C....The efforts directed toward advertising and marketing our program have been effective to the points of keeping the enrollment in classes offered by full-time instructors fairly stable. We believe improvements could be made in this area. (See suggestion in Part D.)

D....Our only recommendation at the present time is that our program be advertised and marketed at a level on par with the programs offered through the Continuing Education department.

CRITERION 12

INTERNAL PROCEDURES ANALYSIS

A....The mathematics department does not have a large number of mathematics majors. However, a number of students majoring in closely related fields do seek our advisement and instruction. We endeavor to inform those students on current trends and directions as related to the field of mathematics.

In recent years we have felt more restricted in our ability as advisors because of our lack of input and control in the enrollment process. The proliferation of off-campus, night, and continuing education classes in the mathematics program has also compounded the problem of effective advisement.

B....The mathematics department recommends the following as foundational requirements in the advising process:

1.) all students should file a verifiable list of their mathematics background at their first enrollment in any mathematics class.

2.) pre-testing should be mandatory as a part of enrollment in mathematics courses. A copy of the results with written recommendations should become a part of the students' permanent record.

3.) personnel involved in the enrollment process should be required to become thoroughly familiar with the correct sequential order of the mathematics program.

4.) for future reference, each enrollment form should be signed by the person who advised and assisted the student.

CRITERION 13

TRANSFER

A,B,C....Neither the college nor the mathematics department has developed any formal instruments of documentation, survey, and evaluation in this area. Lacking that, we can only indicate that our priority has always been toward transferability. Generally, there have been few problems. Those which have occurred were usually a result of our vulnerability and perceived subservience to the programs operated by four year colleges and universities. We tend to visualize it as a case of where they can make the rules for us but we can't make the rules for them. Consequently, we seem to be in a position of reacting to changes in their programs, rather than managing and maintaining the quality of our programs and having them react to us.

CRITERION 14

PLACEMENT AND DEOMGRAPHICS

A....The substance of Criterion 14A is contained within the chart on pages 5 and 6. A number of conclusions may be drawn, based on the perspective of anyone who analyzes the information.

CRITERION 15

SURVEY OF PREVIOUS PROGRAM ENROLLEES

A....There has been no formal documentation or survey in this area. The time and resources were not available at the time this document was being prepared.

We believe that the development and presentation of such a survey would be an appropriate project for an institutional researcher or information specialist. The mathematics department would be willing to assist in such a project.

CRITERION 16
ADMISSION REQUIREMENTS

A....As mentioned earlier in Criterion 6E, we feel that students should enroll in the mathematics course commensurate with their background and proceed through the program in order to the level they desire to attain. We do not consider this to be unnecessarily limiting or restrictive for enrolling in the program. More appropriately, it presents the program in a form that provides the best possibilities for student success.

CRITERION 17

OUTSIDE ACCREDITATION

A....There is no outside accrediting, licensing, or certifying agency exclusively dealing with the mathematics program. The mathematics program has been reviewed and fully accredited as part of the institutional accreditation.

CRITERION 18

AFFIRMATIVE ACTION / SEX EQUITY

A.... We are not aware of any discrimination based on race, sex, national origin, religion, age, or handicap. Our primary concern is that participants in the mathematics program meet the minimum course requirements and skill levels for the course they choose to enroll in.

SUMMARY OF RECOMMENDATIONS

1. Continue with the present system of guidance for the direction of the mathematics program. (Criterion 2)

2. Document the need for a mathematics program through a variety of sources rather than a formal needs assessment (Criterion 4)

3. Continue to orient the mathematics program toward providing (1) basic requirements and (2) advance[illegible] specialization (Criterion [illegible])

4. Diligent efforts should be directed tow[illegible] of assuring that each student enrolls at the [illegible] level in the mathematics sequence. (Criterion [illegible])

5. A moderate view of the usage of computer and calculators should be the accepted norm for the mathematics program. (Criterion 6)

6. Teaching effectiveness in mathematics should be recognized as an outgrowth of a number of observable common characteristics (Criterion 7)

[illegible] improvements in the physical facilities, equipment, and materials. (Criterion 8)

8. more emphasis on training basic skills. (Criterion 8)

9. more emphasis on individualized remedial instruction. (Criterion 7)

10. Greater consideration given to each student's mathematical background (Criterion 8)

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11. Direct efforts toward improving basic thinking processes of our students. (Criterion 8)

12. Experience with tutoring and pre and post testing should be a required part of a students mathematical experience. (Criterion 8)

13. Consider Changes in the cost structure for future equipment, maintenance supplies, and travel expenses. (Criterion 10)

14. Improve efforts in advertising and marketing the mathematics program. (Criterion 11.)

15. A strong effort to improve internal procedures with particular emphasis on advisement (Criterion 12)

16. Emphasize maintaining the quality of transfer courses offered by the mathematics department. (Criterion 13)

17. A survey of previous program enrollees. (Criterion 15)

18. Restrict student enrollment in mathematics to those courses for which they have the appropriate prerequisites and satisfactory placement test results. (Criterion 16)

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APPENDIX A

Math Department: Independence Community College Mission and Purposes

Independence Community College

The Institutional Mission

ICC is a comprehensive, public two-year community college committed to meeting the postsecondary educational needs in its district and service area. The college recognizes the importance of individual dignity, provides the opportunity for all students to prepare themselves for effective living and encourages them to achieve the maximum development of their individual abilities. The college offers a wide range of curricula that is responsive to the ever-changing personal and career needs of the individual in the democratic society. With excellence in education at reasonable student cost as its primary objective the college assumes accountability for its mission to the extent of its physical and financial resources.

Purposes

This college is dedicated to the fulfillment of its mission through the following established purposes:

1. To provide a foundation of general education which will enable students to function successfully as members of society.

2. To provide associate degree and transfer programs to parallel the first two years of four-year college and university programs.

3. To provide occupational education programs for job training, retraining and/or upgrading of skills.

4. To provide special needs programs for adult basic education and for individual academic improvement.

5. To provide adequate services, resources and facilities to support the educational process.

6. To provide aesthetic, cultural, social, and recreational experiences that will enhance the quality of campus and community life.

7. To cooperate with business, industry and organizations in implementing programs to meet their needs in relation to the economic and employment realities of the area served.

APPENDIX B

Math Department: ICC Mathematics Courses Offered

MATH DEPARTMENT--INDEPENDENCE COMMUNITY COLLEGE MATHEMATICS COURSES OFFERED

Basic Math I
Pre-Algebra
Beginning Algebra
Modern Math
Pre-Calculus
College Algebra
Real Numbers
Plane Trigonometry
Calculus I
Calculus II
Calculus III
Differential Equations
Technical Math
Independent Study
Analytic Processes

This list of courses may be found in the most recent college catalog with the exception of Pre-Algebra and Beginning Algebra.

APPENDIX C

Math Department: Independence Community College Mathematics Sequence of Courses

MATH DEPARTMENT--INDEPENDENCE COMMUNITY COLLEGE MATHEMATICS SEQUENCE OF COURSES

The present math sequence of courses listed below was implemented during the 1988-89 school year.

Basic Math I
Pre-algebra
Beginning algebra
College algebra ←Modern Math*
Real Number System
Trigonometry
Pre-calculus
Analytical Processes
Calculus I
Calculus II
Calculus III
Differential Equations

Modern Math*
↓
Real Number System

* Modern Math can be taken before or after College algebra.

APPENDIX D

Math Department: Independence Community College Improper Prerequisite Form for Students Who Have Enrolled in a Course Without Successful Completion of Prerequisites

Appendix D

IMPROPER PREREQUISITE FORM
for
students who have enrolled in a course
without successful completion of prerequisites

STUDENT ______________________ SOC.SEC. NO. ____ __ ____

I, ______________ (Student), wish to enroll in ______________ (Course)

for _______ (No./Hrs.) in the ______________ (Fall, Spring, Summer) semester 19____.

I hereby attest that I have been properly advised that I have not successfully completed the prerequisites for enrollment in this course, and that as a consequence, the likelihood that I will fail the course is great. Knowing that I have not successfully completed the prerequisites for the course and that as a consequence it is likely that I will fail the course, I choose of my own volition to enroll in the course. I hereby absolve the college and its employees of all liability for my success in this course and recognize that I have been properly advised, but have chosen to disregard the advice provided.

______________	______________________
Date	Student's Signature

In witness whereof:

______________	______________	______________
Academic Advisor (if available, otherwise a counselor)	Dean of Student Services	Dean of Instruction
______________	______________	______________
Date	Date	Date
______________	______________	______________
Instructor of Prerequisite Course (if appropriate)	Instructor	Division Chair
______________	______________	______________
Date	Date	Date

APPENDIX E

Math Department: Independence Community College Credentials for Math Instructors

PROFESSIONAL RESUME

John E. Favero

Mathematics Instructor

Independence Community College

EDUCATION

Bachelor of Science, Pittsburg State University. Graduated spring of 1958. Major in mathematics, minor in physical science.

Master of Science, Pittsburg State University. Graduated summer of 1961. Major in mathematics.

Specialist in Education, Emporia State University. Graduated summer of 1967. Major in mathematics.

Graduate Study at San Jose State, San Jose , California; Oklahoma State University, Stillwater, Oklahoma; EPDA program, Independence Community College, Independence, Kansas.

CAREER OBJECTIVE

Hope to obtain a position involving my experiences in mathematics or other related areas.

WORK EXPERIENCE

Teacher: 1958-1959

Weir High School, Weir, Kansas. Taught mathematics.

Teacher: 1959-1962

Erie High School, Erie, Kansas. Taught mathematics.

Teacher: 1962-present

Independence Community College, Independence, Kansas. Instructed classes in basic mathematics, modern mathematics, real number system for elementary teachers, trigonometry, metric system, beginning algebra, college algebra, calculus I, II, III and differential equations.

OTHER WORK EXPERIENCES

Member of Board of Directors and treasurer of Verdigris Valley Association for Retarded Citizens. 1969-1975

Manager of city swimming pool. 1974-1989

Member of Kiwanis, board member and treasurer. 1962-present

PROFESSIONAL ACTIVITIES

Member of AMA.

Member of MAA.

Member of NEA, K-NEA and local unit.

PERSONAL FACTORS

Appearance: 5' 10" tall, 175 pounds, brown hair, brown eyes.

Marital Status: Married, Patricia. Two children; Sherri, 29. John, 18.

Place and date of birth: September 30, 1936. Pittsburg, Kansas.

DATA SHEET

Personal

Name: Glenn Williams

Occupation: Mathematics Professor

Place of Employment: Independence Community College
College Avenue & Brookside Drive
Independence, Kansas

Home Address: Route 4, Box 214, Independence, Kansas

Date of Birth: May 15, 1941 Place of Birth: Wister, Oklahoma

Height: 5' 9½" Weight: 160 Health: Good Nationality: American

Marital Status: Married - wife, Geraldine
children, Dayna age 23
Joel age 19

Education

Wister, Oklahoma High School graduate, May 1958

A.S., Eastern Oklahoma State College, May 1960

B.S. in Education, Northeastern Oklahoma State University, May 1962
major: mathematics minor: chemistry

M.S., Pittsburg State University, August 1967
major: mathematics

Further graduate study: University of Missouri - Rolla
University of Washington - Seattle

Work Experience

Tool Crib Director - Borg-Warner Corporation, Fort Smith, Arkansas, 1962

Teacher - Math & Science, Southwest High School, Washburn, Missouri, 1962-63

Teacher - Math & Chemistry, Stella High School, Stella, Missouri, 1963-64

Teacher - Mathematics, Triway High School, Stark City, Missouri, 1964-65

Teacher - Math & Chemistry, Independence High School, Independence, Kansas, 1965-66

Professor - Mathematics, Independence Community College, Independence, Kansas, 1966-90

Insurance Adjuster - General Adjustment Bureau, Summer 1974

Insurance Adjuster - Kansas Farm Bureau, Summer 1976, 1977

Professional Organizations

National Education Association, Life Member

Kansas-National Education Association

Independence Community College Faculty Association

Professional Activities

Board of Directors- Kansas Higher Education Association, 1973-76

K-NEA Governmental Relations Commission, 1975-78

Independence Community College Negotiations Committee, 1971-74

ICC Faculty Association, Treasurer, 1970-71 & 1980-81

ICC Faculty Association, President, 1983-84 & 1989-90

UniServ Southeast Board of Directors, 1980-1981

APPENDIX F

Math Department: Independence Community College Degree Requirements

DEGREE AND CERTIFICATE REQUIREMENTS

Associate of Arts Degree

ICC provides programs of instruction consisting of college credit courses to prepare students for transfer into universities with advanced standing. This program is comparable to lower division level courses offered at Kansas Regents' universities. The Associate of Arts Degree may be awarded upon attainment of the following requirements.

1. A total of 64 credit hours. Courses designated as developmental or remedial and ESL courses shall not count toward fulfilling degree requirements.
2. A cumulative grade point average of 2.0.
3. English Composition I - 3 credit hours.
4. English Composition II - 3 credit hours.
5. Speech - 3 credit hours.
6. College Algebra or higher level mathematics - 3 credit hours.
7. Arts & Humanities - 12 credit hours from at least three (3) of the following disciplines: art, history, literature, music, philosophy, and theatre. Performance courses may not be used to satisfy this requirement.
8. Social & Behavioral Sciences - 12 credit hours from at least three (3) of the following disciplines: anthropology, economics, geography, political science, psychology, and sociology.
9. Science - 9 credit hours of natural and physical science courses from at least two (2) disciplines which must include at least one (1) laboratory science course.
10. Foreign Language or Computer Literacy - 3 credit hours of foreign language, or 3 credit hours of computer science/computer application course work.
11. Electives - 16 additional credit hours must be taken from disciplines consistent with those majors leading to a bachelor of arts degree. Performance courses may be used to satisfy this requirement.
12. The last 12 semester hours must be completed in residence.
    Exception: If a student has been in attendance a minimum of three semesters and lacks no more than five semester hours nor eight grade points, the student may petition to complete the requirements in some other way.
13. A maximum of 10 semester hours of correspondence, extension, or military credit will be accepted toward graduation.
14. These requirements may be altered by the Registrar for students whose specific degree requirements have been incorporated into the degree requirements of Kansas Regents' universities, as in the case of education, engineering, technology, and architecture.
15. Students who are undecided as to their majors or the institution to which they intend to transfer should follow closely the requirements of the Transfer and Articulation Agreement between Kansas Public Community Colleges and Kansas Regents' Universities, available in the office of the Registrar.

Associate of Science Degree

ICC provides programs of instruction consisting of college credit courses to prepare students for transfer into universities with advanced standing. This program is comparable to lower division level courses offered at Kansas Regents' universities. The Associate of Science Degree may be awarded upon attainment of the following requirements.

1. A total of 64 credit hours. Courses designated as developmental or remedial and ESL courses shall not count toward fulfilling degree requirements.

2. A cumulative grade point average of 2.0.

3. English Composition I - 3 credit hours.

4. English Composition II - 3 credit hours.

5. Speech - 3 credit hours.

6. College Algebra or higher level mathematics - 3 credit hours.

7. Arts & Humanities - 9 credit hours from at least three (3) of the following disciplines: art, history, literature, music, philosophy, and theatre. Performance courses may not be used to satisfy this requirement.

8. Social & Behavioral Sciences - 9 credit hours from at least three (3) of the following disciplines: anthropology, economics, geography, political science, psychology, and sociology.

9. Science - 9 credit hours of natural and physical science courses from at least two (2) disciplines which must include at least one (1) laboratory science course.

10. Foreign Language or Computer Science - 3 credit hours of foreign language, or 3 credit hours of computer science/computer application course work.

11. Electives - 22 additional credit hours must be taken from the disciplines consistent with those majors leading to a bachelor of science degree.

12. The last 12 semester hours must be completed in residence.
    Exception: If a student has been in attendance a minimum of three semesters and lacks no more than five semester hours nor eight grade points, the student may petition to complete the requirements in some other way.

13. A maximum of 10 semester hours of correspondence, extension, or military credit will be accepted toward graduation.

14. These requirements may be altered by the Registrar for students whose specific degree requirements have been incorporated into the degree requirements of Kansas Regents' universities, as in the case of architecture, education, engineering, and technology.

15. Students who are undecided as to their majors or the institution to which they intend to transfer should follow closely the requirements of the Transfer and Articulation Agreement between Kansas Public Community Colleges and Kansas Regents' Universities, available in the office of the Registrar.

General Education Requirements for the Associate of Arts and Associate of Science Degrees

The following courses may be used to satisfy the various requirements of the Associate of Arts and Associate of Science Degrees noted under six, seven, eight, nine, and ten of the degree requirements listed on the proceeding pages.

The following classes may be used to fulfill the **Science** requirements in the Associate of Arts and Associate of Science degrees:

Natural Science
Anatomy and Physiology
Botany
General Biology
Microbiology
Zoology

Physical Science
College Chemistry I
College Chemistry II
Engineering Physics I and Physics Lab I
General Chemistry
General College Physics I and Physics Lab I
Physical Science and Physical Science Lab

The following classes, in addition to College Algebra, may be used to fulfill the **Mathematics** requirement in the Associate of Arts and Associate of Science degrees:

Analytic Geometry & Calculus I
Analytic Geometry & Calculus II
Analytic Geometry & Calculus III
Differential Equations
Introduction to Analytic Processes
Pre-Calculus

The following classes may be used to fulfill the **Social/Behavioral Science** requirements in the Associate of Arts and Associate of Science degrees:

Anthropology
Anthropology
Introduction to Archaeology

Economics
Elements of Economics I
Elements of Economics II

Geography
World Regional Geography

Political Science
American Government
Behavioral Statistics
Principles of Political Science
State and County Government

Psychology
Adolescent Psychology
Child Psychology
General Psychology
Developmental Psychology

Sociology
Alcohol and Drug Abuse
Elements of Sociology
Introduction to Criminal Justice
Introduction to Gerontology
Marriage and Family
Social Problems

The following classes may be used to fulfill the **Arts/Humanities** requirements in the Associate of Arts and Associate of Science degrees:

Art
Art Appreciation

History
History of Civilization I
History of Civilization II
United States History (1850)
United State History (1850-1930)
United States History (Contemporary)

Music
History of the Broadway Musical
Music Appreciation
Music History and Literature I
Music History and Literature II

Philosophy
Introduction to Philosophy

Literature
American Literature I
American Literature II
British Literature I
British Literature II
Introduction to Literature
Literature II

Theatre
Theatre Appreciation

The following classes may be used to fulfill the **Foreign Language** requirement in the Associate of Arts and Associate of Science degrees:

French
French I
French II
French III
French IV

Spanish
Spanish I
Spanish II
Spanish III
Spanish IV

Portuguese
Portuguese

The following classes may be used to fulfill the **Computer Literacy** requirement in the Associate of Arts and Associate of Science degrees:

Advanced COBOL
BASIC
COBOL
Computer Information Systems
dBase
DOS
Elementary Numerical Methods
FORTRAN IV
Introduction to Computing
Lotus
RPG
Word Perfect

Associate of Applied Science Degree

ICC provides programs of instruction consisting of college credit courses to prepare persons for entry into an occupation or closely related cluster of occupations. The courses are classified primarily as vocational but may also include some transfer courses. The Associate of Applied Science Degree is not designed to satisfy requirements for transfer into Regents' universities degree programs. The Associate of Applied Science Degree may be awarded upon attainment of the following requirements.

1. A total of 64 credit hours. Courses designated as developmental or remedial and ESL courses shall not count toward fulfilling degree requirements.

2. A cumulative grade point average of 2.0.

3. Specialized and Related Contextual Courses/Competencies - A minimum of 49 credit hours of specialized and related contextual courses and/or competencies taken or mastered in a prescribed program of occupational, technical or vocational study designed to lead to employment, certification or higher levels of training.

4. General Education Courses - A minimum of 15 credit hours from not less than two of the following areas:

   A. Communications
   B. Mathematics/Science
   C. Social Science
   D. Arts and Humanities
   E. Health and/or Physical Education

5. The last 12 semester hours must be completed in residence.

   Exception: If a student has been in attendance a minimum of three semester and lacks no more than five semester hours nor eight grade points, the student may petition to complete the requirements in some other way.

6. A maximum of 10 semester hours of correspondence, extension, or military credit will be accepted toward graduation.

Associate of General Studies Degree

ICC provides programs of instruction consisting of college credit courses to provide students the opportunity to develop knowledge, skills, attitudes, and a greater philosophical appreciation for life-long learning. The Associate of General Studies Degree is not designed to satisfy requirements for transfer into Regents' universities degree programs. The Associate of General Studies Degree may be awarded upon attainment of the following requirements.

1. A total of 64 credit hours. Courses designated as developmental or remedial and ESL courses shall not count toward fulfilling degree requirements.
2. A cumulative grade point average of 2.0.
3. English Composition I - 3 credit hours
4. English Composition II - 3 credit hours
5. Speech - 3 credit hours
6. Foreign Language or Computer Literacy - 3 credit hours of foreign language or 3 credit hours of computer science/computer application course work.
7. Social & Behavioral Sciences - 9 credit hours (3 hours must come from the History or Political Science Department and the other 6 hours from any two of the other areas: behavioral science, economics or social science).
8. Laboratory Science - 5 credit hours.
9. Math - 3 credit hours. Modern Math will satisfy this requirement.
10. Arts & Humanities - 9 credit hours (Must be taken from two of the following areas: art, foreign language, literature, music, or theatre).
11. Electives - The remaining 26 credit hours may be taken from any combination of disciplines.
12. The last 12 semester hours must be completed in residence.
    Exception: If a student has been in attendance a minimum of three semesters and lacks no more than five semester hours nor eight grade points, the student may petition to complete the requirements in some other way.
13. A maximum of 10 semester hours of correspondence, extension, or military credit will be accepted toward graduation.

APPENDIX G

Math Department: Transfer Equivalency Courses of Board of Regents Universities

- UNIVERSITY OF KANSAS

TRANSFER EQUIVALENCY COURSES

1986-87

INDEPENDENCE COMMUNITY COLLEGE
1985 - 1987

MATHEMATICS

MAT			HRS	K.U. EQUIVALENT
MAT	1002	Basic Math I	2	No Transfer
	1003	Basic Math II	3	MATH 000 Remedial Math. Hours & gradepoints will be added to graduation requirements.
	1013	Modern Mathematics	3	MATH 109 Modern Elementary Math I
	1015	Pre-Calculus Math	5	MATH 102 Algebra & Trigonometry.
	1023-1025	College Algebra	3-5	Two hours will count as KU's MATH 002 Intermediate Math and hours ar gradepoints will be added to the graduation requirements. Three hours will satisfy KU's MATH 101 College Algebra.
	1033	Real Number System	3	MATH 110 Modern Elementary Mathematics II.
	1042	Plane Trigonometry	2	Elective Credit
	1043	Geometry	3	No Transfer
	1055	Anal. Geometry & Calculus I	5	MATH 121 Calculus I. May be used to satisfy distribution in Natural Science & Math.
	1061	Metric Conversion	1	Elective Credit
	1062	Introduction to Metrics	2	Elective Credit
	1071, 1072, 1073	Independent Study-Mathematics	1-3	Elective credit if academic in nature, otherwise no transfer.
	2025	Anal. Geometry & Calculus II	5	MATH 122 Calculus II. May be used to satisfy distribution in Natural Science & Math.
	2033	Anal. Geometry & Calculus III	3	MATH 123 Linear Algebra & Multivariable Calculus. May be used for distribution in Natural Scien & Math.
	2043	Differential Equations	3	May be used for distribution in Natural Science & Math.

4-5-90

WICHITA STATE UNIVERSITY

TRANSFER EQUIVALENCY COURSES

JANUARY 10, 1990

DEPT	CATL	TITLE	* * * * WSU EQUIVALENT * * * *			
			DEPT	CATL	HRS	NOTE
MATHEMATICS						
	1013	MODERN MATH				FREE ELECTIVE
	1015	PRE-CAL MATH	MATH	112	5	
	1023	COLL ALGEBRA	MATH	111	3	
	1033	REAL NUMBER SYS				FREE ELECTIVE
	1042	TRIGONOMETRY	MATH	123	3	
	1043	GEOMETRY				NO CREDIT
	1055	ANAL GEOM & CALC 1	MATH	242Q	5	
	1061	METRIC CONVERS				FREE ELECTIVE
	1062	INTRO METRICS				FREE ELECTIVE
	1071	INDEP ST MATH				FREE ELECTIVE
	1072	INDEP ST MATH				FREE ELECTIVE
	1073	INDEP ST MATH				FREE ELECTIVE
	1113	INTERM ALG				NO CREDIT
	1153	INTRO ANALY PROC				NO CREDIT
	2025	ANAL GEOM & CALC 2	MATH	243	5	
	2033	ANAL GEOM & CALC 3	MATH	344	3	
	2043	DIFF EQUAT	MATH	550	3	

3.

4-5-90

EMPORIA STATE UNIVERSITY
TRANSFER EQUIVALENT COURSES
MARCH 8, 1990

INDEPENDENCE COMMUNITY COLLEGE				EMPORIA STATE UNIVERSITY			
COURSE		TITLE	HRS	COURSE		TITLE	HRS
MAT	1002	BASIC MATHEMATICS I	2.00	MA	010	ALGEBRA	3.0
MAT	1003	BASIC MATHEMATICS II	3.00	MA	010	ALGEBRA	3.0
MAT	1013	MODERN MATHEMATICS	3.00	MA	199	ELEMENTARY MATHEMATICS I SEE SCHOOL NOTE	3.0
MAT	1015	PRE-CALCULUS MATHEMATICS	5.00	MA	160	FUNCTIONS OF CALCULUS	3
MAT	1023	COLLEGE ALGEBRA	3.00	MA	110	COLLEGE ALGEBRA	3.0
MAT	1025	COLLEGE ALGEBRA	5.00	MA	110	COLLEGE ALGEBRA	3.0
MAT	1033	REAL NUMBER SYSTEM	3.00	MA	200	ELEMENTARY MATHEMATICS II	3.0
MAT	1042	PLANE TRIGONOMETRY	2.00	MA	112	TRIGONOMETRY	2.0
MAT	1093	GEOMETRY	3.00	XX	000T0	NOT TRANSFER CREDIT	0.0
MAT	1055	ANALY GEOMETRY & CALCULUS I	5.00	MA	161	CALCULUS I	5.0
MAT	1061	METRIC CONVERSION	1.00	MA	100T1	FREE ELECTIVE	1.0
MAT	1062	INTRODUCTION TO METRICS	2.00	MA	100T2	FREE ELECTIVE	2.0
MAT	1071	INDEPENDENT STUDY-MATHEMATICS	1.00	MA	100T1	FREE ELECTIVE	1.0
MAT	1072	INDEPENDENT STUDY-MATHEMATICS	2.00	MA	100T2	FREE ELECTIVE	2.0
MAT	1073	INDEPENDENT STUDY-MATHEMATICS	3.00	MA	100T3	FREE ELECTIVE	3.0
MAT	1113	INTERMEDIATE ALGEBRA	3.00	MA	109	INTERMEDIATE ALGEBRA	3.0
MAT	1153	INTRODUCTION TO ANALYTIC PROCES	3.00	MA	165	BASIC CALCULUS	5.0
MAT	2025	ANALY GEOMETRY & CALCULUS II	5.00	MA	262	CALCULUS II	5.0
MAT	2033	ANALY GEOMETRY & CALCULUS III	3.00	MA	263	CALCULUS III	3.0
MAT	2093	DIFFERENTIAL EQUATIONS	3.00	MA	535	DIFFERENTIAL EQUATIONS I	3.0

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PITTSBURG STATE UNIVERSITY
TRANSFER EQUIVALENT COURSES
FEBRUARY 1, 1989

TRANSFER EQUIVALENT COURSES

PRINT DATE 01 FEB 89

INDEPENDENCE COMMUNITY COLLEGE		PITTSBURG STATE UNIVERSITY	
MATHEMATICS			
1013	MODERN MATHEMATICS	103	NATURE OF MATHEMATICS
1015	PRE-CALCULUS MATHEMATICS	123	COLLEGE ALGEBRA-TRIG
		XXX	MATH EL. (PRE-CALCULUS MATH)
1023	COLLEGE ALGEBRA	113	COLLEGE ALGEBRA
1033	REAL NUMBER SYSTEM	206	REAL NUMBER SYSTEM
1042	PLANE TRIGONOMETRY	122	PLANE TRIGONOMETRY
1043	GEOMETRY	XXX	GENERAL EL. (GEOMETRY)
1055	ANALYTIC GEOMETRY & CALCULUS I	150	CALCULUS I
1061	METRIC CONVERSION	XXX	GENERAL EL. (METRIC CONVERSION)
1062	INTRODUCTION TO METRICS	XXX	GENERAL EL. (INTRO TO METRICS)
1071	INDEPENDENT STUDY-MATHEMATICS	XXX	MATH EL. (IND STUDY-MATH)
1072	INDEPENDENT STUDY-MATHEMATICS	XXX	MATH EL. (IND STUDY-MATH)
1073	INDEPENDENT STUDY-MATHEMATICS	XXX	MATH EL. (IND STUDY-MATH)
1113	INTERMEDIATE ALGEBRA	112	INTERMEDIATE ALGEBRA **
1153	INTRO TO ANALYTIC PROCESSES	153	INTRO TO ANALYTIC PROCESSES
2025	ANALYTIC GEOM & CALCULUS II	155	CALCULUS II
2033	ANALYTIC GEOM & CALCULUS III	253	CALCULUS III
2043	DIFFERENTIAL EQUATIONS	553	DIFFERENTIAL EQUATIONS

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KANSAS STATE UNIVERSITY

TRANSFER EQUIVALENCY COURSES

Revised March 1, 1988

KANSAS STATE UNIVERSITY

KSU EQUIVALENCY EVALUATION

Office of Undergraduate Admissions

Community College: Independence

Date of Evaluation: 3/87
Revisions: 2/88, 3/

EQ - KSU Equivalent Course
T - Transferable
NT - Not Transferable
VT - Vocational - Technical Course
UE - Under Evaluation
MIN - More Information Needed

MATHEMATICS (MAT)

Community College Course	Cr. Hrs.	KSU EQUIVALENCY EVALUATION
1002 Basic Mathematics I (discontinued)	2	T*
1003 Basic Mathematics II (discontinued)	3	NT
1013 Modern Mathematics	3	EQ = MATH 110, Math, Its Form & Impact
1015 Pre-Calculus Mathematics	5	T (was EQ = MATH 170, Precalculus Math whic is no longer offered)
1023 College Algebra	3	EQ = MATH 100, College Algebra (3)
1024 College Algebra (discontinued)	3-5	EQ = MATH 100, College Algebra (3)
1025 College Algebra (discontinued)	3-5	EQ = MATH 100, College Algebra (3)
1033 Real Number System	3	T
1042 Plane Trigonometry	2	EQ = MATH 150, Plane Trigonometry
1043 Geometry	3	NT

*Not applicable to any degree program.

KANSAS STATE UNIVERSITY

Office of Undergraduate Admissions

Community College: Independence

Date of Evaluation: 3/87
Revisions: 2/88

EQ - KSU Equivalent Course
T - Transferable
NT - Not Transferable
VT - Vocational - Technical Course
UE - Under Evaluation
MIN - More Information Needed

MATHEMATICS (MAT)

Community College Course	Cr. Hrs.	KSU EQUIVALENCY EVALUATION
1055 Analysis Geometry & Calculus I	5	EQ = MATH 220, Analytic Geometry & Calculus I
1061 Metric Conversion	1	EQ = MATH 101, Metric System
1062 Intro. to Metrics	2	EQ = MATH 101, Metric System (1)
1071-1073 Independent Study - Mathematics	1-3	NT
1113 Intermediate Algebra	3	EQ = MATH 010, Intermediate Algebra
1153 Intro. to Analytic Processes	3	T (meets requirement for Level II Quantative course in Arts & Sciences)
2025 Analytic Geometry and Calculus II	5	EQ = MATH 221, Analytic Geometry & Calculus II (4)
2033 Analytic Geometry and Calculus III	3	EQ = MATH 222, Analytic Geometry & Calculus III (4)
2043 Differential Equations	3	EQ = MATH 240, Elementary Differential Equations

APPENDIX H

Math Department: Independence Community College Curriculum Outline for Engineering and Mathematics

ENGINEERING

Degree: Associate of Science

The engineering program is designed to prepare the student for transfer to a four-year College of Engineering. The major fields of engineering include **aerospace, architectural, agricultural, chemical, civil, electrical, computer, industrial, mechanical, and nuclear.** Because there are differences in the curricula for the various fields, **students should work closely with their advisor** and with the planned school of transfer. The normal degree requirements are waived for an engineering student who completes an **approved** transfer program.

FRESHMAN YEAR

First Semester	**20 Hrs**
English Composition I	3
College Chemistry I	5
Analytic Geometry & Calculus I	5
Computer Programming	3
Engineering Concepts	1
Program Elective	3

Second Semester	**19 Hrs**
College Chemistry II	5
Analytic Geometry & Calculus II	5
Humanities/Social Science Elective	3
Program Electives	6

SOPHOMORE YEAR

First Semester	**17 Hrs**
Engineering Physics I	4
Physics Lab I	1
Analytic Geometry & Calculus III	3
Speech	3
Program Electives	6

Second Semester	**17 Hrs**
Engineering Physics II	4
Physics Lab II	1
Differential Equations	3
Humanities/Social Science Electives	3
Program Electives	6

Program electives should be carefully selected by working with the engineering advisor. The student's field of choice and transfer college of choice will dictate which courses must be taken. Common requirements include Engineering Graphics I & II, Statics, FORTRAN IV, Basic Electronics, Computer Aided Drafting, Residential Drawing and Planning, Materials and Processes, English Composition II, Technical Writing, Economics, Accounting, Biology, Analytic Chemistry, Organic Chemistry I & II, and Statistics.

ENGINEERING TECHNOLOGY

Degree: Associate of Science

Engineering Technology is a rapidly growing program which offers excellent career opportunities. As members of the engineering team, graduates work with engineers, scientists, and craftsmen in coordinated efforts relating to the design, development, and manufacture of products and systems which are needed by society. While the primary responsibility of the engineer is the creation of new designs, the technologist is involved in more routine design and development. This program offers the core courses required for transfer to university engineering technology programs. Students are advised to work closely with the college of transfer in following the prescribed curriculum.

FRESHMAN YEAR

First Semester	**17 Hrs**
English Composition I	3
College Chemistry I	5
College Algebra	3
Elements of Economics I	3
Engineering Graphics I	3

Second Semester	**16 Hrs**
English Composition II	3
College Chemistry II	5
Plane Trigonometry	2
FORTRAN IV	3
Speech	3

SOPHOMORE YEAR

First Semester	16 hrs	Second Semester	15 Hrs
Analytic Geometry & Calculus I	5	Analytic Geometry & Calculus II	5
General College Physics I	5	General College Physics II	5
Design	3	Elements of Sociology	3
Engineering Graphics II	3	Wellness Concepts	2

This suggested curriculum has been altered from the general A.S. degree requirements to meet requirements for engineering majors transferring to Regents' universities. See engineering advisor for assistance.

COURSE DESCRIPTIONS

For descriptions of core courses, see Chemistry, Mathematics and Physics.

PHS1072 Engineering Concepts.. 2 hrs.
A course to acquaint the engineering student with the various fields of engineering, the work of engineers, and the principles of engineering design. Prerequisite: None

PHS2073 Statics.. 3 hrs.
Forces and force systems as applied to engineering problems, including a study of friction, center of gravity and moments of inertia. Prerequisites: Analytic Geometry & Calculus III (MAT2033) and General College Physics I (PHS1055) or Engineering Physics I (PHS2055).

MATHEMATICS

Degree: Associate of Science

This program is designed for students seeking a two-year degree as well as students who plan to transfer. Also, the program is designed to meet the needs of the general education major.

FRESHMAN YEAR

First Semester	15 Hrs	Second Semester	17 Hrs
English Composition I	3	Analytic Geometry and Calculus II	5
Analytic Geometry and Calculus I	5	English Composition II	3
Physical Science Elective	4	General Psychology	3
Speech	3	FORTRAN IV	3
		Social/Behavioral Science Elective	3

SOPHOMORE YEAR

First Semester	17 Hrs	Second Semester	17 Hrs
Analytic Geometry and Calculus III	3	Differential Equations	3
U.S. History	3	Biological Science	5
Elements of Economics I	3	Arts/Humanities Electives	6
General College Physics I	5	Electives	3
Arts/Humanities Elective	3		

COURSE DESCRIPTIONS

MAT1055 Analytic Geometry & Calculus I.. 5 hrs.
General study of analytic geometry. Development of standard formulas dealing with the straight line, the circle and conic sections. Study of rates of changes of algebraic and trigonometric functions and applications of these. Differentiation of functions and some simple integration. Prerequisite: A minimum grade of "C" in Pre-Calculus Mathematics (MAT1015) or satisfactory achievement in one and one-half units of high school algebra, the equivalent of one-half unit of trigonometry, and one unit of advanced high school mathematics covering the topics included in pre-Calculus mathematics.

MAT2025 Analytic Geometry & Calculus II .... 5 hrs.
This course is a continuation of Analytic Geometry I and includes differentiation and integration of trigonometric functions and transcendental functions. Application problems using integration for determining areas under curves, volumes and lengths of arcs are studied. Prerequisite: A minimum grade of "C" in Analytic Geometry & Calculus I (MAT1055).

MAT2033 Analytic Geometry & Calculus III .... 3 hrs.
This course is a study of multiple integrals, infinite series and their application, partial derivatives, solid analytic geometry and the theory of limits, derivatives, and integration. Prerequisite: A minimum grade of "C" in Analytic Geometry and Calculus I & II (MAT1055 & MAT2025).

MAT1023 College Algebra .... 3 hrs.
Designed for the student who needs an algebra course to bridge the gap between beginning algebra and the more advanced courses in pre-calculus mathematics. Topics presented at the college algebra level will place strong emphasis on factoring, solving linear equations and linear inequalities, exponents and radicals, solving quadratic equations, systems of equations, graphing and introduction to functions and some advanced topics to prepare students for other subsequent mathematics courses. Prerequisite: Two units of high school algebra or a grade of "C" in Beginning Algebra (DEV0313).

MAT1025 College Algebra .... 5 hrs.
A combination of intermediate and college algebra. A review of algebraic operations, factoring, fractions, exponents and radicals, linear equations, quadratic equations, systems of equations, exponential and logarithmic functions. A grade of "B" or better in both algebra and plane trigonometry will be considered a sufficient prerequisite for Analytic Geometry and Calculus I. Prerequisite: One unit of high school algebra or grade of "C" in Beginning Algebra (DEV0313).

MAT2043 Differential Equations .... 3 hrs.
This course covers the origin, general solutions and applications of various forms of differential equations, and includes equations of the first order and higher degree, various linear differential equations, Laplace Transform and series. Prerequisite: A minimum grade of "C" in Analytic Geometry and Calculus I, II & III (MAT1055, MAT2025 & MAT2033).

MAT1043 Geometry .... 3 hrs.
An introduction to the basic theorems, postulates, definitions, and terminology of plane and solid geometry. Prerequisite: None

MAT1071, 1072, 1073 Independent Study Mathematics .... 3 hrs.
An individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours: 1071 -1 cr. hr., 1072 -2 cr. hrs., 1073 -3 cr. hrs. Class assignments and work load will be established on a contract basis, and students can generally anticipate one contact hour per credit hour per week in the form of appointments with instructor, consultation with project personnel, class work, and report and progress sessions. Prerequisite: Consent of instructor.

MAT1153 Introduction to Analytic Processes .... 3 hrs.
An introductory calculus course for certain business and related majors. The application of calculus to situations in business and economics, life sciences, and social sciences will be stressed. Recognition of mathematical equations and formulas and their algebraic rearrangement is assumed. Closed to students with credit in Calculus I (MAT1055). Prerequisite: College Algebra (MAT1023) or Pre-Calculus Mathematics (MAT1015).

MAT1062 Introduction to Metrics .... 2 hrs.
This course is designed to familiarize the students with the worldwide Metric System. It covers the history, basic metric measuring, conversion of metric units, and the approach to the Metric System in the United States and emphasizes the application of the metric measurement. Prerequisite: None

MAT1061 Metric Conversion .... 1 hr.
This course utilizes lectures, discussions, and practice and introduces science of measurement with emphasis on use of the metric system. It also covers units of length, force, mass and time, together with selected derived units. Metric-English and English-Metric conversion are included. Prerequisite: None

MAT1013 Modern Mathematics .... 3 hrs.
A general survey course dealing with the nature of mathematics. Includes elementary set theory and logic, the characteristics of numbers and systems of numeration, the properties of the real number system, and a basic introduction to algebraic and geometrical concepts. Prerequisite: One unit of high school algebra or completion of Beginning Algebra (DEV0313) or equivalent with a grade of "C" or better.

MAT1042 Plane Trigonometry .... 2 hrs.
Study of the functions of angles, the solution of right and oblique triangles, radian and degree measurements, trigonometric identities and practical problems. Prerequisite: One unit of Geometry and preceded or accompanied by College Algebra (MAT1023) or one and one-half units of high school algebra.

MAT1015 Pre-Calculus Mathematics .... 5 hrs.
Covers topics necessary to attain successful achievement in the calculus sequence. Emphasizes algebraic procedures, graphical methods, and mathematical concepts of function. Defines and demonstrates appropriate applications polynomial, rational, algebraic, exponential, logarithmic, and trigonometric functions. Prerequisite: One and one-half units of high school algebra and one unit of geometry; or completion of College Algebra (MAT1023).

MAT1033 Real Number System .... 3 hrs.
Open to elementary education majors. Teaches the structural aspects of mathematics and attempts to show the "why" and "how" of arithmetical computation for grades K-6. Includes number systems, including their properties and operations, geometry, measurement, and applications. Prerequisite: Modern Math (MAT1013).

MAT1053, 1083 Technical Math I & II .... 3 hrs.
This course is designed to offer the technical mathematics associated with vocational and technical programs. The course is in the nature of applied mathematics, as the specific course content varies depending upon the program in which the course is offered. Typically applied science degree programs in engineering technology feature these courses.

APPENDIX I

Math Department: Independence Community College Mathematics Labor Market Data

DEPARTMENT--INDEPENDENCE COMMUNITY COLLEGE MATHEMATICS
LABOR MARKET DATA

Source: 1995 Kansas Occupational Outlook Handbook,
Kansas Department of Human Resources

KANSAS

Occupation	1986	1995	Increase	%Increase
Engineer, Math	1690	1850	160	9.5
Aeronautical Eng.	780	930	150	19.2
Metallurgist Eng.	100	130	30	30.0
Mining Engineer	10	10	0	0
Petroleum Engineer	300	410	120	40.0
Chemical Engineer	350	410	60	17.1
Nuclear Engineer	20	20	0	0
Electrical Engineer	3390	4380	990	29.2
Mechanical Engineer	1610	2130	520	32.3
All other Engineers	1160	1280	120	10.3
Statisticians	40	50	10	25.0
Actuaries	70	80	10	14.3
Engineering Teachers	180	180	0	0
Math/Science Teachers	550	560	10	1.8

INDEPENDENCE SERVICE AREA

Occupation	1986	1995	Increase	%Increase
Metallurist Engineer	10	10	0	0
Petroleum Engineer	30	40	10	33.3
Chemical Engineer	20	20	0	0
Nuclear Engineer	10	10	0	0
Electrical Engineer	70	100	30	42.9
Mechanical Engineer	200	280	80	40.0
All other Engineers	80	90	10	12.5
Math/Science Teachers	50	50	0	0

Table 1. Percent of bachelor's degree recipients in the civilian labor force 1 year after graduation by major field of study

Major field of study	Class 1977	1980	1984	1986
All graduates	**86**	**86**	**86**	**89**
Accounting	95	93	95	94
Agriculture and natural resources	95	91	90	89
Art	90	75	89	86
Biological sciences	67	68	68	62
Business and management, except accounting	91	90	93	94
Chemistry	70	71	75	72
Communications	97	92	94	94
Computer and information sciences	—	97	96	96
Economics	79	75	82	85
Education, except physical education	93	93	93	93
Engineering	91	88	93	92
English	80	82	84	80
History	75	71	78	76
Home economics	82	84	89	81
Mathematics	82	75	91	89
Nursing	94	95	95	95
Physical education	95	91	94	94
Political science	65	73	71	71
Psychology	79	80	80	85
Sociology	86	83	86	86

— Data not available

Table 2. Percent of bachelor's degree recipients enrolled in graduate school full time 1 year after graduation by major undergraduate field of study

Major field of study	Class 1977	1980	1984	1986
All graduates	**25**	**26**	**23**	**24**
Accounting	9	14	9	11
Agriculture and natural resources	12	20	24	23
Art	21	24	23	23
Biological sciences	49	49	49	49
Business and management, except accounting	17	19	12	11
Chemistry	44	61	55	52
Communications	14	18	12	9
Computer and information sciences	—	18	15	14
Economics	36	36	33	22
Education, except physical education	18	23	20	20
Engineering	20	27	21	25
English	31	27	33	38
History	28	41	39	37
Home economics	13	25	20	18
Mathematics	31	31	28	33
Nursing	14	10	11	10
Physical education	14	19	27	15
Political science	55	38	42	40
Psychology	34	42	37	40
Sociology	25	32	27	29

— Data not available

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Table 3. Reasons employed bachelor's degree recipients worked in part-time jobs 1 year after graduation

(In percent)

	Preferred working part time *Class*				Could not find full-time employment *Class*			
Major field of study	*1977*	*1980*	*1984*	*1986*	*1977*	*1980*	*1984*	*1986*
All graduates	8	7	9	8	4	5	3	4
Accounting	2	5	1	3	1	1	1	0
Agriculture and natural resources	11	6	13	9	5	0	2	2
Art	4	10	12	19	7	4	3	8
Biological sciences	8	15	15	12	6	2	2	3
Business and management, except accounting	4	4	3	5	2	3	2	2
Chemistry	11	18	25	14	3	0	2	1
Communications	5	6	6	5	8	7	6	6
Computer and information sciences	—	2	3	5	—	1	2	2
Economics	11	10	10	2	2	5	1	5
Education, except physical education	7	7	8	6	7	8	10	10
Engineering	3	3	7	5	0	0	0	1
English	12	12	19	14	3	5	6	5
History	9	14	12	14	6	0	4	3
Home economics	7	2	6	6	4	6	5	3
Mathematics	9	17	13	10	2	3	2	4
Nursing	8	11	12	13	0	0	4	2
Physical education	7	8	9	8	9	12	17	14
Political science	9	7	12	7	1	5	2	3
Psychology	13	13	12	12	8	6	7	5
Sociology	7	10	11	12	6	2	8	5

— Data not available

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Table 4. Reasons bachelor's degree recipients were not in the labor force 1 year after graduation by major field of study

(In percent)

Major field of study	In school Class 1977	1980	1984	1986	Family responsibilities Class 1977	1980	1984	1986	Other Class 1977	1980	1984	1986
All graduates	9	9	11	8	2	1	1	1	3	4	2	2
Accounting	3	4	2	4	1	1	0	0	1	2	3	2
Agriculture and natural resources	5	2	8	9	0	1	1	1	0	6	1	1
Art	0	10	7	8	1	12	2	3	9	3	2	3
Biological sciences	29	27	30	30	1	1	1	1	3	4	1	7
Business and management, except accounting	6	7	4	3	1	0	1	1	2	3	2	2
Chemistry	26	28	23	26	1	0	1	0	3	1	1	2
Communications	3	3	3	3	1	0	1	0	0	5	2	3
Computer and information sciences	—	2	3	3	—	0	0	0	—	1	1	1
Economics	15	18	14	13	1	0	0	0	5	7	4	2
Education, except physical education	2	3	4	2	3	2	2	3	2	2	1	2
Engineering	6	7	6	7	0	1	0	0	3	4	1	1
English	11	10	13	15	6	3	1	2	3	5	2	3
History	10	20	21	21	1	0	0	1	9	9	1	2
Home economics	3	5	9	12	8	5	1	5	7	6	1	2
Mathematics	16	19	6	9	2	3	1	1	0	4	2	1
Nursing	3	1	3	1	2	3	2	2	1	1	0	2
Physical education	2	4	5	5	0	1	1	0	3	4	0	1
Political Science	27	21	27	23	1	0	0	1	7	6	2	5
Psychology	13	12	16	7	3	4	0	2	5	4	4	6
Sociology	10	9	12	14	1	1	1	0	3	7	1	0

— Data not available

Table 5. Major occupational group of employed bachelor's degree recipients 1 year after graduation

(In percent)

Occupational group	Class 1977	1980	1984	1986
Executive, administrative, and managerial	17	20	21	23
Professional specialty	43	44	37	38
Technicians and related support	7	7	10	7
Nonretail sales	5	7	6	7
Retail sales	2	2	4	4
Administrative support including clerical	14	10	14	14
Service	6	5	4	4
Farming, forestry, and fishing	—	1	1	—
Craft, operative, and laborer	6	4	3	3

— Data not available

Table 7. Percent of employed bachelor's degree recipients holding jobs that they thought required a college degree 1 year after graduation

Major field of study	Class 1984	1986
All graduates	59	60
Accounting	76	77
Agriculture and natural resources	46	46
Art	40	35
Biological sciences	52	49
Business and management, except accounting	51	51
Chemistry	75	72
Communications	47	48
Computer and information sciences	74	71
Economics	65	56
Education, except physical education	75	78
Engineering	84	86
English	46	49
History	48	40
Home economics	57	41
Mathematics	73	70
Nursing	55	60
Physical education	63	65
Political science	48	51
Psychology	48	43
Sociology	42	44

Table 6. Percent of employed bachelor's degree recipients holding jobs in occupations directly related to their field of study 1 year after graduation

Major field of study	Class 1977	1980	1984	1986
All graduates	46	45	43	43
Accounting	80	80	71	78
Agriculture and natural resources	31	20	29	18
Art	32	34	49	34
Biological sciences	36	26	28	36
Business and management, except accounting	39	33	41	39
Chemistry	58	72	54	55
Communications	42	29	31	20
Computer and information sciences	—	86	75	74
Economics	19	11	19	15
Education, except physical education	75	70	68	75
Engineering	76	77	78	83
English	45	40	25	28
History	16	17	20	17
Home economics	56	45	29	26
Mathematics	59	61	60	52
Nursing	92	86	86	92
Physical education	63	59	54	59
Political science	14	12	13	14
Psychology	21	23	21	21
Sociology	15	19	18	19

— Data not available

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Table 8. Percent of employed graduates who thought their work was related to their major field of study 1 year after graduation by major field

Major field of study	Class of 1980		Class of 1984		Class of 1986	
	Closely related	Somewhat related	Closely related	Somewhat related	Closely related	Somewhat related
All graduates	52	38	52	27	50	27
Accounting	73	24	76	18	72	18
Agriculture and natural resources	55	32	55	19	44	31
Art	53	20	49	28	40	27
Biological sciences	40	41	42	24	40	27
Business and management, except accounting	39	55	40	45	38	43
Chemistry	63	28	63	19	59	17
Communications	50	40	42	39	38	34
Computer and information sciences	75	23	78	13	72	15
Economics	33	63	18	36	19	49
Education, except physical education	68	26	74	12	75	9
Engineering	57	42	63	31	57	31
English	39	49	22	31	25	31
History	13	50	23	22	13	21
Home economics	59	22	56	24	54	25
Mathematics	51	43	54	33	47	24
Nursing	89	10	98	1	92	6
Physical education	55	31	54	18	55	16
Political science	19	47	22	22	16	28
Psychology	36	57	25	33	33	30
Sociology	26	57	29	33	30	36

Table 9. Percent of employed bachelor's degree recipients who thought their jobs had career potential 1 year after graduation by major occupational group

Occupational group	Definite career potential Class		Possible career potential Class	
	1984	1986	1984	1986
Total, all occupations	**41**	**45**	**25**	**25**
Executive, administrative, and managerial	50	54	29	25
Professional specialty	48	51	28	28
Technicians and related support	44	51	26	22
Nonretail sales	49	50	27	31
Retail sales	24	22	18	24
Administrative support including clerical	21	25	22	23
Service	18	18	13	12
Farming, forestry, and fishing	45	55	10	24
Precision production, craft, and repair	27	22	22	25
Operators, fabricators, and laborers	18	25	10	15

Table 11. Bachelor's degrees awarded in selected major fields of study and percent change, 1975-85

Major field of study	Number of degrees		Percent of total degrees		Percent change
	1975	1985	1975	1985	1975-85
All graduates	**922.900**	**979.500**	**100.0**	**100.0**	**6.1**
Business and management	133,000	233,400	14.4	25.3	75.5
Communications	18,200	40,400	2.0	4.4	122.0
Computer and information sciences	5,000	38,900	.5	4.2	678.0
Education	167,000	88,200	18.1	9.6	-47.2
Engineering	39,400	77,200	4.3	8.4	96.0
Health sciences	48,900	64,500	5.3	7.0	31.9
Letters	48,500	34,100	5.3	3.7	-29.7
Life sciences	51,700	38,400	5.6	4.1	-25.7
Mathematics	18,200	15,100	2.0	1.6	-17.0
Physical sciences	20,800	23,700	2.2	2.6	13.9
Psychology	51,000	39,800	5.5	4.3	-22.0
Social sciences	135,200	91,500	14.7	9.9	-32.3
Visual and performing arts	40,800	37,900	4.4	4.1	-7.1

Table 10. Percent of employed bachelor's degree recipients who thought their jobs had career potential 1 year after graduation by major field of study

Major field of study	Definite career potential Class		Possible career potential Class	
	1984	1986	1984	1986
All graduates	**41**	**45**	**25**	**24**
Accounting	46	56	35	26
Agriculture and natural resources	43	38	16	26
Art	26	31	28	13
Biological sciences	22	27	22	18
Business and management, except accounting	45	45	26	27
Chemistry	32	38	23	21
Communications	37	39	28	29
Computer and information sciences	59	57	23	21
Economics	49	48	17	20
Education, except physical education	40	46	29	28
Engineering	56	60	28	23
English	27	32	25	21
History	34	27	14	23
Home economics	40	46	21	27
Mathematics	51	43	17	26
Nursing	60	56	27	32
Physical education	27	38	26	29
Political science	27	34	10	25
Psychology	23	24	25	23
Sociology	27	31	14	30

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APPENDIX J

Math Department: Independence Community College Mathematics Enrollment From Fall 1986--Spring 1989

DEPARTMENT--INDEPENDENCE COMMUNITY COLLEGE MATHEMATICS
MATHEMATICS ENROLLMENT FROM FALL 1986-SPRING 1989

COURSE	1986-87	1987-88	1988-89
Basic Math I	27	15	32
Basic Math II	86	52	40
Modern Math	10	39	17
Pre-Calculus	9	4	7
College Algebra	213	299	308
Real Number Systems	0	0	1
Plane Trigonometry	30	21	13
Calculus I	42	45	41
Calculus II	21	21	18
Calculus III	3	9	13
Differential Equations	3	8	11
Independent Study	0	27	7
Technical Math	0	18	17
Analytic Processes	0	4	8
TOTALS	444	549	533

Overall enrollment in mathematics increased 23.6% from 86-87 to 87-88. Enrollment then declined 2.9% from 87-88 to 88-89. The net increase from 86-87 to 88-89 was 20.0%

APPENDIX K

Math Department: Independence Community College Enrollment Projections

INDEPENDENCE COMMUNITY COLLEGE
PROJECTED MATHEMATICS ENROLLMENT
FOR 1990-91 THROUGH 1992-93

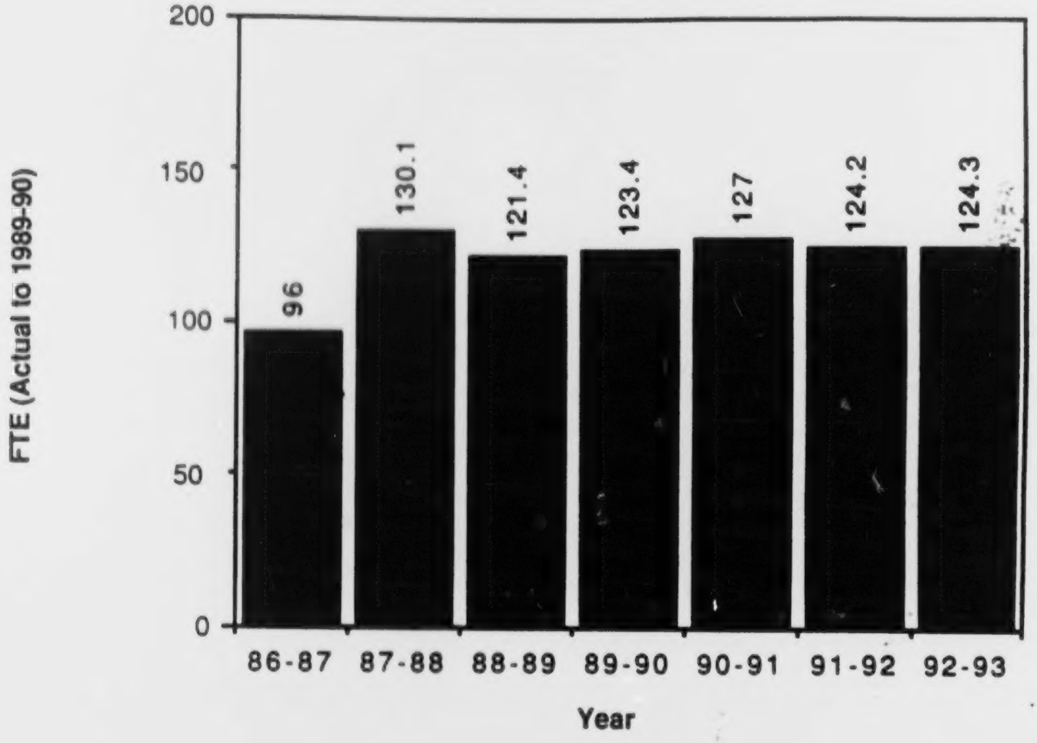
COURSE	1990-91	1991-92	1992-93
Basic Math	15	14	14
Pre-Algebra	30	28	28
Beginning Algebra	41	38	38
Modern Math	16	16	16
Real Numbers	1	1	1
College Algebra	181	177	177
Trigonometry	20	16	16
Analytical Processes	3	5	4
Pre Calculus	6	6	7
Calculus I	28	27	28
Calculus II	12	12	11
Calculus III	7	7	7
Differential Equations	5	5	5
Summer School	80	80	80
Night classes	80	78	78
TOTALS	525	510	510

APPENDIX L

Math Department: Independence Community College FTE Projection

INDEPENDENCE COMMUNITY COLLEGE

MATHEMATICS FTE



PSYCHOLOGY AND SOCIAL SCIENCE

PROGRAM REVIEW

Prepared by

Betty Boyd
Paul Harper
Ken Brown

Submitted to the

Vice President for Instruction

June 22, 1990

NON-VOCATIONAL PROGRAM REVIEW GUIDE

This instrument is intended to be used to direct a comprehensive non-vocational program review. It is intended to be used to document need for the program; strengths and weaknesses of the program; and to assist in the development of a narrative addressing need, strengths, and weaknesses. Each component of each criterion will be evaluated as S (satisfactory), NI (needs improvement), or U (unsatisfactory).

LIST OF CRITERIA

CRITERION 1 Institutional Mission and Goals

[[✓ S] NI U] A. Establish that the program is consonant with the philosophy of the college.
[[✓ S] NI U] B. Establish that the program is consonant with the goals of the college.

CRITERION 2 Advisory Council Involvement

[S NI U] NA A. List the names, addresses, and occupations of all program advisory council members.

[S NI U] NA B. Provide minutes and/or other documentation of program advisory council meetings during which goals, objectives, strengths and weaknesses of the program were discussed.

[S NI U] NA C. Document the program advisory council's recommendations for improving the program, or addressing any deficiency of the program.

CRITERION 3 Labor Market Data

[[✓ S] NI U] A. Cite labor market projections and/or data relating to employability for the major(s) within this program.

CRITERION 4 Comprehensive Needs Assessment

[S [✓ NI] U] A. Develop and administer a needs assessment survey which documents the need for the program at the local, regional, and state level.

[[✓ S] NI U] B. Establish evidence of student interest in the program.

[[✓ S] NI U] C. Establish that the program and the courses within the program are not excessively duplicative of those offered by other community colleges in the state.

CRITERION 5 LEA Needs Assessment

[S [✓ NI] U] A. Survey and document interest in and potential enrollment in the program at service area high schools.

[S [✓ NI] U] B. Document support for and/or perception of need for the program by administrators of LEA's in the service area.

CRITERION 6 Curriculum Analysis

[[✓ S] NI U] A. Document the courses in the program as it currently stands.

[[✓ S] NI U] B. Evaluate the content of the courses in the program in terms of scope, currency, and applicability to Regents' transfer programs.

[S [✓ NI] U] C. Evaluate the textual materials of the courses in terms of scope, currency and applicability to Regents' transfer programs.

[S [✓ NI] U] D. Evaluate the objectives and competencies specified for each course.

[S [✓ NI] U] E. Evaluate the sequence of courses in the program as normally offered.

[S [✓ NI] U] F. Evaluate the extent to which courses in the program have kept up with recent developments in the field especially as they may apply to Regents' transfer programs.

[S [✓ NI] U] G. Recommend course alterations, additions, and/or deletions.

[S [✓ NI] U] H. Ascertain that a current course syllabus is on file in the office of the Dean of Instruction for each course in the program.

[S [✓ NI] U] I. Ascertain that each syllabus for each course contains the following material:
A detailed course outline.
Publication information relative to the proposed textbook.
A complete description of the course and its place in the curriculum.
A detailed list of course learning objectives.
A detailed list of competencies to be attained by students.
A description of the method of instruction to be used.
A description of the method to be used to evaluate student performance.
A list of materials which students will need in order to take the course.
A list of applicable reference materials available to students who enroll in the course.

CRITERION 7 Instructional Analysis

[[✓ S] NI U] A. Document the credentials and qualifications of the instructors in the program.

[[✓ S] NI U] B. Evaluate the teaching effectiveness of the instructors in the program.

[[✓ S] NI U] C. Evaluate the method or type of instruction used by the various instructors in the program.

[S [✓ NI] U] D. Evaluate the method used to determine how effective the instructional process has been in achieving program objectives.

CRITERION 8 Facilities, Equipment and Materials Analysis

[[✓ S] NI U] A. Evaluate the facilities applicable to the program, as they relate to program objectives and competencies.

[[✓ S] NI U] B. Evaluate the equipment applicable to the program, as it relates to program objectives and competencies.

[[✓ S] NI U] C. Evaluate the materials applicable to the program (including library/media center holdings and acquisitions) as they relate to the program objectives and competencies.

[[✓ S] NI U] D. Establish facilities, equipment and materials needs, both short and long term, in the context of program objectives and competencies.

CRITERION 9 Enrollment

[✓ S] NI U] A. Document the enrollment for each course of the program each year for the last three years.

[✓ S] NI U] B. Establish the proper figure for each of the following categories of program enrollment for each of the last three years.

Year ________
Number of students enrolled in the program ________
Student credit hours generated by the program ________
FTE Enrollment of the program ________

Year ________
Number of students enrolled in the program ________
Student credit hours generated by the program ________
FTE Enrollment of the program ________

Year ________
Number of students enrolled in the program ________
Student credit hours generated by the program ________
FTE Enrollment of the program ________

[✓ S] NI U] C. Provide program enrollment projections for the next three years and explain them.

CRITERION 10 Cost

[✓ S] NI U] A. Establish the proper figure for each of the following categories of program cost for each of the last three years.

Year ________
Salaries ________
Fringe Benefits ________
Equipment purchases ________
Equipment maintenance and repair ________
Supplies ________
Travel ________
Total Cost ________

Year ________
Salaries ________
Fringe Benefits ________
Equipment purchases ________
Equipment maintenance and repair ________
Supplies ________
Travel ________
Total Cost ________

Year ________
Salaries ________
Fringe Benefits ________
Equipment purchases ________
Equipment maintenance and repair ________
Supplies ________
Travel ________
Total Cost ________

CRITERION 11 Marketing Analysis

[[✓ S] NI U] A. Identify the target market for this program as it currently operates.

[S [✓ NI] U] B. Document the advertising/marketing efforts associated with the program as it currently stands.

[S [✓ NI] U] C. Evaluate the effectiveness of the advertising/marketing efforts associated with the program as it currently stands.

[S [✓ NI] U] D. Recommend alterations in the advertising/marketing efforts associated with the program.

CRITERION 12 Internal Procedures Analysis

[S [✓ NI] U] A. Evaluate advising effectiveness as related to the program.

[S [✓ NI] U] B. Recommend alterations of the advising process as related to the program.

CRITERION 13 Transfer

[S [✓ NI] U] A. Document the percentage of program enrollees who transfer to comparable university programs.

[S [✓ NI] U] B. Evaluate the effectiveness of the program in meeting the needs of transfer enrollees, through follow-up surveys or other similar means.

[S [✓ NI] U] C. Document the extent of program articulation with universities by providing evidence indicating that the courses in the program are transferable to each of the state universities and by providing evidence indicating that the courses in the program satisfy both program and course requirements for comparable programs at the state universities.

CRITERION 14 Placement and Demographics

[S [✓ NI] U] A. Document the number and percentage of program enrollees for the last three years who fall into the following categories.

Year ____________

Number	% of Total	
______	______	Adults returning to school
______	______	Recent high school graduates
______	______	Residents of the service area
______	______	Employed while attending
______	______	Unemployed while attending
______	______	Residing off campus
______	______	Residing on campus
______	______	Majors
______	______	Non-Majors

Year ____________

Number	% of Total	
______	______	Adults returning to school
______	______	Recent high school graduates
______	______	Residents of the service area
______	______	Employed while attending
______	______	Unemployed while attending
______	______	Residing off campus
______	______	Residing on campus
______	______	Majors
______	______	Non-Majors

Year ____________

Number	% of Total	
______	______	Adults returning to school
______	______	Recent high school graduates
______	______	Residents of the service area
______	______	Employed while attending
______	______	Unemployed while attending
______	______	Residing off campus
______	______	Residing on campus
______	______	Majors
______	______	Non-Majors

CRITERION 15 Survey of Previous Program Enrollees

[S [✓ NI] U] A. Survey former students and document their evaluation of the effectiveness of the program and their perception of its strengths and weaknesses.

CRITERION 16 Admissions Requirements

[S NI U] NA A. List any requirements which limit or restrict admission to the program in some fashion, and justify such restrictions.

CRITERION 17 Outside Accreditation

[S NI U] NA A. List all outside accrediting, licensing or certifying agencies or organizations which approve, review, and/or have in-put in the conduct or standards of the program, and explain the relationship of the program to any such agency listed.

CRITERION 18 Affirmative Action/Sex Equity

[[✓ S] NI U] A. Explain how this program effects the institution's commitment to affirmative action and sex equity.

CRITERION 1

Institutional Mission and Goals

A. Establish that the program is consonant with the philosophy of the college.

The Psychology and Social Science program is not only consonant with the philosophy of the college, but also contributes a great deal to that underlying philosophy. Our College -- and the Social Science program in particular -- "recognizes the importance of individual dignity, provides the opportunity for all students to prepare themselves for effective living and encourages them to achieve the maximum development of their individual abilities." Much of the emphasis of our program -- including course content -- is designed to fulfill that mission. Specific course objectives are written detailing the contribution of each individual course to the overall program.

B. Establish that the program is consonant with the goals of the college.

The "first" purpose listed of our college is "to provide a foundation of general education which will enable students to function successfully as members of society." An integral part of "functioning successfully in society" is learned in classes in psychology and sociology, viz., getting along with other people. The importance of such programs is evident in considering the number of social science hours required for college degrees all across the country.

A second purpose listed of our college is "to provide associate degrees and transfer programs to parallel the first two years of four year college and university programs." A good deal of effort is put in by our faculty to keep our courses consistent with other colleges and universities. Further, most of our courses are general education intended for transfer so they must coincide with the articulation agreement.

Furthermore, we have added new classes as new areas in social science have developed (e.g., Biofeedback, Drug Abuse, etc.)

CRITERION 2

Advisory Council Involvement

The Social Science program does not have an Advisory Council.

CRITERION 3

Labor Market Data

A. Cite labor market projections and/or data relating to employability for the major(s) within this program.

Through the year 2000 employment of psychologists is expected to increase faster than the average for all occupations, according to the 1988-89 Occupational Outlook Handbook. Though only a relatively small proportion of psychologists leave the profession each year due to a substantial investment in training required for entry, most job openings are expected to result from replacement needs.

The demand for psychologists may be maintained through needs identified with changing social trends: more emphasis on treating physical illness simultaneously with mental health maintenance; a continuing public concern for developing human resources, and especially the increasing elderly segment; and more testing and counseling of children. The changes in governmental funding levels for these services could influence the demand for psychologists.

More openings are probable as psychologists are needed to study change effectiveness in military, law enforcement, health education and consumer protection programs. Technological advances in energy, natural resources, industrial automation and agriculture will call upon psychologists to study the effects of these changes on people.

As college enrollments decline the competition for academic positions will be keen and more qualified graduates will be working in non-academic jobs. Those psychologists with terminal degrees in specialized areas and those with training in research and computer science will find job prospects encouraging. Master's degreed psychologists will find school psychology one of the most promising areas as mental health services and student counseling demands increase. Graduates holding only a bachelor's degree will find job prospects less promising, though jobs as assistants in rehabilitation centers will be available for some as will be high school psychology teachers.

Earnings in business and industry will be highest, followed by those in educational institutions and hospitals and clinics. Those working in applied specialties and in private practice will command the highest earnings. Salaries begin from about $15,000 in entry level jobs with the government, with the Federal Government reporting $41,000 as the average salary for psychologists employed by the feds in 1986.

The need for research in various fields such as criminology, gerontology, and demography should spur the needs for sociologists; they will also be needed to evaluate and administer programs developed to alleviate social and welfare problems. The job openings are expected to result from replacement needs rather than from new positions.

Those with graduate degrees in sociology through the end of the century will probably be greater than jobs available. Academic positions will be keenly competed for and those with terminal degrees from outstanding institutions will have an advantage in securing teaching positions.

More persons with PhDs will enter non-academic occupations, especially with government, research organizations and business firms for positions in research and administration. More options will be available for those well-trained in quantitative research methods, including survey techniques, advanced statistics and computer science. Sociologists with training in practical areas such as clinical sociology, criminology, environmental sociology, medical sociology, gerontology and demography will be in much greater demand than those who are theory specialists.

Persons with Master's degrees can expect few academic positions to be available, even in post-secondary, two-year institutions competition will be great for the limited number of nonacademic positions available to them; some may find positions in research and administration with business, research firms and government. Market research firms may provide some opportunities.

Sociologists with only bachelor's degrees will find few opportunities for working as professional sociologists. As in the past many graduates will accept jobs as trainees and assistants in business, industry and government. As with higher advanced degrees, those with extensive training in quantitative research methods will find they have the most marketable skills. Sociology provides an excellent background for persons planning law, journalism, business, social work, recreation, and counseling careers as wll as in other related disciplines. One who also meets state certification requirements could choose high school teaching of sociology.

In 1985 Sociologists working in educational institutions earned a median annual salary of $37,000 while the median income of those working in business and industry was $45,000. The Federal Government paid beginning salaries ranging from $14,800 to $18,400 in 1987, depending on the applicant's academic record. The average salary for sociologists working for the Federal Government in 1986 was $40,000.

CRITERIOR 4

Comprehensive Needs Assessment

A. Develop and administer a needs assessment survey which documents the need for the program at the local, regional and state level.

Neither the College nor our Division administer a needs assessment to determine the demand for our program. However, there are a number of other indicators which illustrate the need for our program, viz., student enrollment, general education requirements from the program, and special courses designed to meet the needs of the community. (See below.)

The student enrollment in the program is quite high and has actually gained enrollment over this three year period. Part of the reason for this is, of course, that many of these social science classes are either general education requirements or suggested electives in many programs. If we were not fulfilling the needs of the community and/or our students we would participate in such a Needs Assessment Survey to help direct us.

B. Establish evidence of student interest in the program.

Student interest in the program is ascertained in Criterior 9 (see below).

C. Establish that the program and the courses within the program are not excessively duplicative of those offered by other community colleges in the state.

In fact, our courses and our program probably are -- and should be -- duplicative of those offered by other community colleges in the state. Courses like General Psychology, Elements of Sociology and Geography are required for associate/baccalaureate degrees across the entire country. If we are fulfilling the needs of students intending to transfer we must provide those courses. Even specific or narrow courses (like Biofeedback) need to be offered by demand from our community even though community colleges in our area also offer such classes. People across the state have many common educational needs and if we are to meet the education needs of the people in our community, they will be, then, somewhat duplicative, but that does not imply they are "excessive."

CRITERION 5

LEA Needs Assessment

A. Survey and document interest in and potential enrollment in the program at service area high schools.

B. Document support for and/or perception of need for the program by administrators of LEA's in the service area.

Again no formal survey in the service area high schools has been done to determine the interest and demand for our program and/or courses. The fact that many of these courses are part of the general education requirements and that student enrollment has been relatively high -- and increasing -- indicates that we are fulfilling an important function and fulfilling the needs of our students.

CRITERION 6

Curriculum Analysis

Unfortunately an accurate and current curriculum analysis is difficult to ascertain at the present time. Certain courses have been state approved for several years but have not yet been taught nor have had a syllabus developed for them. Several have been taught in the past but have outdated syllabi and outdated textual materials.

The curriculum analysis was conducted by acquiring from the office of the Vice President of Instruction the file folder of syllabi for the courses offered in the program of study identified as Psychology and Social Science. Psychology courses are designated by the prefix BEH and Social Science courses use the prefix SOC. These courses are listed under Item A per the directive, "Document the courses in the program as it currently stands."

The contents of the file folder for each course were individually examined. In most cases the contents consisted solely of the syllabus for the appropriate course. A few recent course folders included other documents such as a form requesting state approval for that particular course; for some courses, a syllabus was not included. The analysis utilizes data derived from the file folders so it is conceivable that the relevant data is located elsewhere or has not yet been determined; in this event the assessment of an individual course may be inaccurate.

The transfer section under Criterion 6 addresses the acceptability of the various courses for the Bachelor's degree at specific four-year institutions under the governance of the Board of Regents of the state of Kansas. Inadequate or no explanations are included in the information which the individual institutions prepare and provide for the community colleges as to why a particular course is or is not accepted. Perhaps the credit hours earned are inadequate or the structure of the class as to class/lab time frames vary from that which a particular institution requires. Because of this lack of information that portion of item C which directs the evaluation of the textual materials of the course in terms of applicability to Regent's transfer programs is omitted. Textual materials in terms of currency are determined by publication dates; the assumption is made that the scope of the textual materials is appropriate for the course in question based on the credability of the instructor's qualifications and experience.

Item "F" requests evaluation on the extent to which courses in the program have kept up with recent developments in the field, especially as they may apply to Regent's transfer programs. Item F is omitted on the individual course analysis sheet on the rationale that acceptable current textbooks distributed by reputable publishing houses will include recent developments; an additional assumption is that a particular course satisfies the Regent's transfer program if that course has been approved as an equivalencey for a Regent's Institution class or is accepted as an elective for a general requirement.

Item E which requests an evaluation of "the sequence of courses in the program as normally offered" is also omitted from the individual course evaluation form. Presently none of the courses described in the Independence Community College catalog for Social Science requires successful completion of a foundation course, though several state that instructor consent is necessary prior to enrollment. However, students desiring to enroll in Adolescent, Child and Developmental Psychology are advised to complete General Psychology before enrolling in their choices.

The syllabi on file for Psychology and Social Science courses utilized the recommended syllabus guidelines in most instances, excepting for a section entitled "jusification of course" which was added at the beginning of the fall 1989 semester. The new format included in the curriculum guide provides space for each section requested enabling a faculty member developing a new or revised syllabus to include all sections requested more readily. At the same time some instructors may find the space provided inadequate for their unique needs; some instructors devote several pages when preparing a detailed course content outline. The date of last review section may enable those monitoring the syllabi to maintain an improved and current status.

The curriculum guide states that each syllabus should be updated every three years, whenever a new textbook is adopted, or when other conditions arise which require a revision. This principle is more often realized when a full-time faculty member teaches the course and has the time and resources to apply to the planning and implementation of syllabus development.

The 1989-90 Adjunct Instructor Handbook on page 17 presents guidelines for preparing a course syllabus and states that a comprehensive syllabus must be filed for each course in the Office of Continuing Education. For the convenience and utilization by students, faculty, administration and the general public those syllabi could beneficially be filed in the library and in the office of the Vice President of Instruction along with the regular classes which are taught.

Adjunct instructors are instructed to utilize the same textbook used by full-time faculty if one is available, suggesting the desireability of uniformity in course content when the same course is taught. However the Adjunct Instructor Handbook does not address the necessity of using the same syllabus, an oversight which could easily undermine the academic standards of which Independence Commuinity College has always been proud. Since state approval was initially conferred because of certain standards and because articulation agreements among the Regent universities are based upon the maintenance of these standards, the desireability of maintaining similarity in course requirements, content and methods should be repeatedly emphasized and stressed in the Adjunct Instructor Handbook. Efforts to standardize teaching of the same course regardless of the instructor at the time are recognized. Provisions for discussion concerning courses within a particular department between full-time and adjunct instructors are implemented annually but due to non-attendance for various reasons, more effective means must be utilized; the merit of including such suggestions on a regular basis, in both verbal and written forms, should be examined. Informal student reports suggest that significant diversity exists, including time, content, course requirements, and method between full-time faculty members and adjunct instructors teaching the same courses.

CRITERION 6

Curriculum Analysis

A. The following courses are included in the Psychology and Social Science Program:

BEH 1001: College Skills and Resources
BEH 1002: Biofeedback and Stress Management
BEH 1003: General Psychology
BEH 1013: Child Psychology
BEH 2003: Developmental Psychology
BEH 2013: Adolescent Psychology
BEH 2053: Investigation in Psychology

SOC 1003: Elements of Sociology
SOC 1013: Marriage and Family
SOC 1023: Anthropology
SOC 1043: Introduction to Gerontology
SOC 1113: Introduction to Criminal Justice
SOC 1121: Independent Study, Criminal Justice
SOC 1122: Independent Study, Criminal Justice
SOC 1123: Independent Study, Criminal Justice
SOC 2003: Introduction to Philososphy
SOC 2013: World Regional Geography
SOC 2023: Social Problems
SOC 2043: Investigation on Sociology
SOC 2053: Introduction to Philosophy of Religion
SOC 2063: Alcohol and Drug Abuse
SOC 2201: Independent Study, Social Science
SOC 2202: Independent Study, Social Science
SOC 2203: Independent Study, Social Science

COURSE BER 1001: College Skills and Resources

[S NI [✓ U]] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[S NI [✓ U]] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[S NI [✓ U]] D. Evaluate the objectives and competencies specified for each course.

[S NI [✓ U]] G. Recommend course alterations, additions, and/or deletions.

[S NI [✓ U]] H. Ascertain that a current course syllabus is on file in the Office of the Dean of Instruction for each course in the program.

[S NI [✓ U]] I. Ascertain that each syllabus for each course contains the following materials:

_____A detailed course outline.

_____Publication information relative to the proposed textbook.

_____A complete description of the course and its place in the curriculum.

_____A detailed list of course learning objectives.

_____A detailed list of competencies to be attained by students.

_____A description of the method(s) of instruction to be used.

_____A description of the method to be used to evaluate student performance.

_____A list of materials which students will need in order to take the course.

_____A list of applicable reference materials available to students who enroll in the course.

COURSE BER 1002: Biofeedback and Stress Management

[S NI U] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] D. Evaluate the objectives and competencies specified for each course.

[S [✓ NI] U] G. Recommend course alterations, additions, and/or deletions.

[S [✓ NI] U] H. Ascertain that a current course syllabus is on file in the Office of the Dean of Instruction for each course in the program.

[S NI U] I. Ascertain that each syllabus for each course contains the following materials:

_____ A detailed course outline.

NA Publication information relative to the proposed textbook.

X A complete description of the course and its place in the curriculum.

X A detailed list of course learning objectives.

_____ A detailed list of competencies to be attained by students.

_____ A description of the method(s) of instruction to be used.

_____ A description of the method to be used to evaluate student performance.

NA A list of materials which students will need in order to take the course.

NA A list of applicable reference materials available to students who enroll in the course.

COURSE BER 1003: General Psychology

[[✓ S] NI U] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] D. Evaluate the objectives and competencies specified for each course.

[[✓ S] NI U] G. Recommend course alterations, additions, and/or deletions.

[[✓ S] NI U] H. Ascertain that a current course syllabus is on file in the Office of the Dean of Instruction for each course in the program.

[[✓ S] NI U] I. Ascertain that each syllabus for each course contains the following materials:

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X Publication information relative to the proposed textbook.

X A complete description of the course and its place in the curriculum.

X A detailed list of course learning objectives.

___ A detailed list of competencies to be attained by students.

___ A description of the method(s) of instruction to be used.

X A description of the method to be used to evaluate student performance.

X A list of materials which students will need in order to take the course.

X A list of applicable reference materials available to students who enroll in the course.

COURSE BER 1013: Child Psychology

[S NI [✓ U]] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[S NI U] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[S NI U] D. Evaluate the objectives and competencies specified for each course.

[S NI U] G. Recommend course alterations, additions, and/or deletions.

[S NI [✓ U]] H. Ascertain that a current course syllabus is on file in the Office of the Dean of Instruction for each course in the program.

[S NI U] I. Ascertain that each syllabus for each course contains the following materials:

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_____ Publication information relative to the proposed textbook.

_____ A complete description of the course and its place in the curriculum.

_____ A detailed list of course learning objectives.

_____ A detailed list of competencies to be attained by students.

_____ A description of the method(s) of instruction to be used.

_____ A description of the method to be used to evaluate student performance.

_____ A list of materials which students will need in order to take the course.

_____ A list of applicable reference materials available to students who enroll in the course.

COURSE BER 2003: Developmental Psychology

[[✓ S] NI U] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] D. Evaluate the objectives and competencies specified for each course.

[[✓ S] NI U] G. Recommend course alterations, additions, and/or deletions.

[[✓ S] NI U] H. Ascertain that a current course syllabus is on file in the Office of the Dean of Instruction for each course in the program.

[S NI U] I. Ascertain that each syllabus for each course contains the following materials:

X A detailed course outline.

X Publication information relative to the proposed textbook.

X A complete description of the course and its place in the curriculum.

X A detailed list of course learning objectives.

___ A detailed list of competencies to be attained by students.

X A description of the method(s) of instruction to be used.

X A description of the method to be used to evaluate student performance.

X A list of materials which students will need in order to take the course.

NA A list of applicable reference materials available to students who enroll in the course.

COURSE BER 2013: Adolescent Psychology

[S NI U] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[S NI [✓ U]] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] D. Evaluate the objectives and competencies specified for each course.

[S NI U] G. Recommend course alterations, additions, and/or deletions.

[[✓ S] NI U] H. Ascertain that a current course syllabus is on file in the Office of the Dean of Instruction for each course in the program.

[S NI U] I. Ascertain that each syllabus for each course contains the following materials:

__X__ A detailed course outline.

_____ Publication information relative to the proposed textbook.

_____ A complete description of the course and its place in the curriculum.

__X__ A detailed list of course learning objectives.

_____ A detailed list of competencies to be attained by students.

_____ A description of the method(s) of instruction to be used.

__X__ A description of the method to be used to evaluate student performance.

_____ A list of materials which students will need in order to take the course.

_____ A list of applicable reference materials available to students who enroll in the course.

COURSE BER 2053: Investigation in Psychology

[S NI U] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[S NI U] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[S NI U] D. Evaluate the objectives and competencies specified for each course.

[S NI U] G. Recommend course alterations, additions, and/or deletions.

[S NI [✓ U]] H. Ascertain that a current course syllabus is on file in the Office of the Dean of Instruction for each course in the program.

[S NI U] I. Ascertain that each syllabus for each course contains the following materials:

_____A detailed course outline.

_____Publication information relative to the proposed textbook.

_____A complete description of the course and its place in the curriculum.

_____A detailed list of course learning objectives.

_____A detailed list of competencies to be attained by students.

_____A description of the method(s) of instruction to be used.

_____A description of the method to be used to evaluate student performance.

_____A list of materials which students will need in order to take the course.

_____A list of applicable reference materials available to students who enroll in the course.

COURSE Soc 1003: Elements of Sociology

[[✓ S] NI U] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] D. Evaluate the objectives and competencies specified for each course.

[[✓ S] NI U] G. Recommend course alterations, additions, and/or deletions.

[[✓ S] NI U] H. Ascertain that a current course syllabus is on file in the Office of the Dean of Instruction for each course in the program.

[S NI U] I. Ascertain that each syllabus for each course contains the following materials:

X A detailed course outline.

X Publication information relative to the proposed textbook.

X A complete description of the course and its place in the curriculum.

X A detailed list of course learning objectives.

____ A detailed list of competencies to be attained by students.

X A description of the method(s) of instruction to be used.

X A description of the method to be used to evaluate student performance.

X A list of materials which students will need in order to take the course.

X A list of applicable reference materials available to students who enroll in the course.

COURSE Soc 1013: Marriage and Family

[S NI U] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[S NI U] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] D. Evaluate the objectives and competencies specified for each course.

[[✓ S] NI U] G. Recommend course alterations, additions, and/or deletions.

[[✓ S] NI U] H. Ascertain that a current course syllabus is on file in the Office of the Dean of Instruction for each course in the program.

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X Publication information relative to the proposed textbook.

X A complete description of the course and its place in the curriculum.

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X A detailed list of competencies to be attained by students.

X A description of the method(s) of instruction to be used.

X A description of the method to be used to evaluate student performance.

X A list of materials which students will need in order to take the course.

NA A list of applicable reference materials available to students who enroll in the course.

COURSE Soc 1023: Anthropology

[[✓ S] NI U] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] D. Evaluate the objectives and competencies specified for each course.

[[✓ S] NI U] G. Recommend course alterations, additions, and/or deletions.

[S NI U] H. Ascertain that a current course syllabus is on file in the Office of the Dean of Instruction for each course in the program.

[S NI U] I. Ascertain that each syllabus for each course contains the following materials:

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X Publication information relative to the proposed textbook.

X A complete description of the course and its place in the curriculum.

X A detailed list of course learning objectives.

X A detailed list of competencies to be attained by students.

X A description of the method(s) of instruction to be used.

X A description of the method to be used to evaluate student performance.

X A list of materials which students will need in order to take the course.

X A list of applicable reference materials available to students who enroll in the course.

COURSE SOC 1043: Introduction to Gerontology

[S NI U] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] D. Evaluate the objectives and competencies specified for each course.

[S NI U] G. Recommend course alterations, additions, and/or deletions.

[S [✓ NI] U] H. Ascertain that a current course syllabus is on file in the Office of the Dean of Instruction for each course in the program.

[S NI U] I. Ascertain that each syllabus for each course contains the following materials:

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X Publication information relative to the proposed textbook.

X A complete description of the course and its place in the curriculum.

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X A detailed list of competencies to be attained by students.

X A description of the method(s) of instruction to be used.

X A description of the method to be used to evaluate student performance.

X A list of materials which students will need in order to take the course.

NA A list of applicable reference materials available to students who enroll in the course.

COURSE SOC 1113: Introduction to Criminal Justice

[S NI [✓ U]] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[S NI U] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[S [✓ NI] U] D. Evaluate the objectives and competencies specified for each course.

[S NI [✓ U]] G. Recommend course alterations, additions, and/or deletions.

[S NI [✓ U]] H. Ascertain that a current course syllabus is on file in the Office of the Dean of Instruction for each course in the program.

[S NI U] I. Ascertain that each syllabus for each course contains the following materials:

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_____Publication information relative to the proposed textbook.

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_____A list of materials which students will need in order to take the course.

_____A list of applicable reference materials available to students who enroll in the course.

COURSE SOC 1121, 1122, 1123: Independent Study, Criminal Justice

[S NI U] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[S NI U] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[S NI U] D. Evaluate the objectives and competencies specified for each course.

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COURSE SOC 2003: Introduction to Philosophy

[S NI U] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[S NI U] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

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_____A list of applicable reference materials available to students who enroll in the course.

COURSE SOC 2013: World Regional Geography

[[✓ S] NI U] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

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COURSE Soc 2023: Social Problems

[[✓ S] NI U] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] D. Evaluate the objectives and competencies specified for each course.

[[✓ S] NI U] G. Recommend course alterations, additions, and/or deletions.

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X A description of the method(s) of instruction to be used.

X A description of the method to be used to evaluate student performance.

NA A list of materials which students will need in order to take the course.

NA A list of applicable reference materials available to students who enroll in the course.

COURSE SOC 2043: Investigation in Sociology

[S NI U] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[S NI U] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[S NI U] D. Evaluate the objectives and competencies specified for each course.

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_____A list of applicable reference materials available to students who enroll in the course.

COURSE SOC 2053: Introduction to Philosophy of Religion

[S NI U] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[S NI U] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[S NI [✓ U]] D. Evaluate the objectives and competencies specified for each course.

[S NI U] G. Recommend course alterations, additions, and/or deletions.

[S [✓ NI] U] H. Ascertain that a current course syllabus is on file in the Office of the Dean of Instruction for each course in the program.

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_____ A list of materials which students will need in order to take the course.

_____ A list of applicable reference materials available to students who enroll in the course.

COURSE SOC 2063: Alcohol and Drug Abuse

[S NI [✓ U]] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[S NI U] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[[✓ S] NI U] D. Evaluate the objectives and competencies specified for each course.

[S NI [✓ U]] G. Recommend course alterations, additions, and/or deletions.

[S NI [✓ U]] H. Ascertain that a current course syllabus is on file in the Office of the Dean of Instruction for each course in the program.

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X A description of the method to be used to evaluate student performance.

X A list of materials which students will need in order to take the course.

NA A list of applicable reference materials available to students who enroll in the course.

COURSE SOC 2201, 2202, 2203: Independent Study Social Science

[S NI [✓ U]] B. Evaluate the content of the courses in the program in terms of scope, currency and applicability to Regent's transfer programs.

[S NI [✓ U]] C. Evaluate the textual materials of the course in terms of scope, currency and applicability to Regent's transfer programs.

[S NI U] D. Evaluate the objectives and competencies specified for each course.

[S NI U] G. Recommend course alterations, additions, and/or deletions.

[S NI [✓ U]] H. Ascertain that a current course syllabus is on file in the Office of the Dean of Instruction for each course in the program.

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_____ A list of materials which students will need in order to take the course.

_____ A list of applicable reference materials available to students who enroll in the course.

CRITERION 7

Instructional Analysis

A. Document the credentials and qualifications of the instructors in the program.

There are only two full time faculty teaching in this program -- Paul Harper and Betty Boyd. Mr. Harper has a Master's Degree and has been teaching at ICC since 1966. Dr. Boyd has a Ph.D. and has been teaching at ICC since 1976. Their resumes are available in the Vice President for Instruction's Office.

Much of the social science load is carried by adjunct faculty. They are hired by the Continuing Education Administration and those administrators could verify the credentials for the Adjunct Faculty.

B. Evaluate the teaching effectiveness of the instructors in the program.

Mr. Harper and Dr. Boyd, having served on our staff for a considerable length of time, have been evaluated by several different Dean's of Instruction, fellow faculty and staff, and student evaluations over the years. In April of this year, the Vice President for Instruction evaluated the full time faculty. A self-evaluation and student evaluations were also conducted at this time.

Adjunct faculty are not as thoroughly evaluated in many cases because there are so many of them. In past years some of the Adjunct Faculty teaching on our campus have been evaluated by the Division Chair who observed the class for approximately one hour and distributed student and self-evaluations. These were then filed in the Vice-President's Office. Some of the Adjunct Faculty teaching off-campus were evaluated in a similar fashion by Debbie Warner in Continuing Education. Again, because of sheer numbers, many Adjunct Faculty were not evaluated at all. This is something that needs to be corrected.

C. Evaluate the method of type of instruction used by the various instructors in the program.

The type of instruction varies considerably according to the course being taught. Some of this variation includes: demonstrations, experiments, field trips, films and slides, lectures, discussions and guest speakers. In most cases such a variety is used to illustrate different aspects being studied and to retain student interest.

D. Evaluate the method used to determine how effective the instructional process has been in achieving program objectives.

Each instructor's evaluation would indicate how effective his/her instructional process has been.

CRITERION 8

Facilities, Equipment and Materials Analysis

A. Evaluate the facilities applicable to the program, as they relate to program objectives and competencies.

Since nearly all Social Science classes require only a classroom (no labs or extra space) our facilities are satisfactory. Also nearly all of our classes are taught in the regular classrooms which were designed for lecture-discussion classes like Social Science.

B. Evaluate the equipment applicable to the program, as it relates to program objectives and competencies.

Again our program has limited equipment needs, so we are satisfactorily equipped.

C. Evaluate the materials applicable to the program (including library/media center holdings and acquisitions) as they relate to the program objectives and competencies.

The support material in the Library and Media Center is excellent. We have many good reference and technical books in all fields, as well as professional journals. The Media Center is adding to its holdings each year so it contains filmstrips and video tapes of most current topics in Social Science.

D. Establish facilites, equipment and materials needs, both short and long term, in the context of program objectives and competencies.

As long as there is proper maintenence of the buildings, there should be no facility problem unless we continue the trend of offering more classes at more times. We do have some space limitations at this time and expanding our offerings can only further compound this problem.

CRITERION 9

Enrollment

A. Document the enrollment for each course of the program each year for the last three years.

		1987-88			1988-89			1989-90		
		A.	B.	FTE	A.	B.	FTE	A.	B.	FTE
BEH1001	Fresh Orient.	99	99	6.7	115	115	7.7	100	100	6.7
BEH1002	Biofeedback	18	36	2.4	19	38	2.5	28	56	3.7
BEH1003	Gen. Psy.	293	879	58.6	333	999	66.7	303	909	60.6
BEH1013	Child Psy.	1	3	.2						
BEH2003	Dev. Psy.	61	183	12.2	86	258	17.2	63	189	12.6
BEH2013	Adol. Psy.	1	3	.2						
BEH2053	Invest. Psy				9	27	1.8	5	15	1.0
BEH2043	Drug Abuse	25	75	5.0	48	144	9.6	36	108	7.2
SOC1003	Sociology	144	432	28.8	189	517	34.5	175	525	35.0
SOC1013	Marr/Family	12	36	2.4	11	33	2.2	31	63	4.2
SOC1023	Anthropology				21	63	4.2	23	69	4.6
SOC1043	Gerontology	15	45	3.0						
SOC1113	Crim. Justice	11	33	2.2	66	198	13.2			
SOC2013	Geography	23	69	4.6	36	108	7.2	56	168	11.2
SOC2023	Soc. Problems	19	57	3.8	16	48	3.2	26	78	5.2
SOC2053	Phil of Rel.				8	24	1.6	5	15	1.0
SOC2003	Philosophy				8	24	1.6			
SOC2202	Ind. Study				2	6	.4	15	30	2.0

A. = Students enrolled B. = Credit Hours

B. Establish the proper figure for each of the following categories of program enrollment for each of the last three years.

Year	1987-88
Number of students enrolled in the program	722
Student credit hours generated by the program	1950
FTE Enrollment of the program	130.0

Year	1988-89
Number of students enrolled in the program	833
Student credit hours generated by the program	2449
FTE Enrollment of the program	163.3

Year	1989-90
Number of students enrolled in the program	738
Student credit hours generated by the program	2169
FTE Enrollment of the program	144.6

C. Provide program enrollment projections for the next three years and explain them.

The program in Social Science will undoubtedly increase over the next three years. Obviously, the program has increased dramatically over the last three years. The slight drop in enrollment for the 1989-90 year might be somewhat explained by the fact that enrollment figures were taken as of February 1, 1990, whereas all other years total enrollment at the end of the semester was used. Some classes are added during the course of the semester but they were not added into this past semester.

The new graduation requirements should also boost the enrollment in the Social Science Program. Most students will be required to take from 9-12 hours in this area whereas in the past many students have taken only 6 hours.

CRITERION 10

Cost

A. Establish the proper figure for each of the following categories of program cost for each of the last three years.

Year	1987-88	% of Total
Full time salaries	$58,745	74.7
Adjunct salaries	11,100	14.1
Fringe benefits	8,132	10.3
Equipment purchases	0	0
Equipment maintenance and repairs	285	.4
Supplies	325	.4
Travel	98	.1
Total cost	78,685	100.0
Year	1988-89	
Full time salaries	$61,763	65.5
Adjunct salaries	23,000	24.4
Fringe benefits	8,599	9.1
Equipment purchases	0	0
Equipment maintenance and repairs	185	.2
Supplies	613	.7
Travel	151	.1
Total cost	94,311	100.0
Year	1989-90	
Full time salaries	$64,524	67.7
Adjunct salaries	20,700	21.7
Fringe benefits	9,376	9.8
Equipment purchases	0	0
Equipment maintenance and repairs	0	0
Supplies	697	.7
Travel	44	.1
Total Cost	95,341	100.0

CRITERION 11
Marketing Analysis

A. Identify the target market for this program as it currently operates.

The target market for the Psychology and Social Science Program is identified as the "traditional" student, recently graduated from one of the high schools in the Independence Community College service area. However the possibility of another student additional target group is noted. The nontraditional female student, returning for college study after an absence of a decade or more from the academic environment, often indicates an interest in, as well as a propensity for, the Psychology/Social Science Curriculum. During their years away from formal study, these students have often been primarily involved in related areas of "people" oriented endeavors. In the job market or in the home engaged in the nurturing roles of interpersonal relationships with colleagues, spouse and/or children nontraditional female students have often acquired through informal means and self-educational methods an array of concepts and skills which are acknowledged as valuable attributes to acquire for the professional in the Social and Behavioral Science fields. Upon discovering the head start which their previous experiences have provided them these students have been observed to frequently demonstrate the perserverence, commitment and motivation associated with the maturity to complete curriculum requirements, characteristics which younger students are in the process of developing.

B. Document the advertising/marketing efforts associated with the program as it currently stands.

The majority of contacts for potential program enrollees result from referrals identified during recruiting efforts; high school students indicate on the recruiting data sheet their proposed college major and proposed college minor and may request that additional information concerning their proposed selections be provided. Full-time instructors in the area promptly respond to these interest indications with a personalized letter acknowledging their tentative decision for selecting the Social and Behavior Sciences as their proposed major and minor concentration of study and offering their assistance in further exploration. Instructors later participated in a telethon; students indicating interest and/or information were contacted by telephone. This further reinforcement may assist prospective students in the decision-making process. During the 1990 fall enrollment the effectiveness of this strategy can be more readily assessed.

The inclusion of tests representing the basic courses in the social and behavioral science program in Competition Day contests provides an additional on-going marketing effort to reach school participants who have been exposed to an early exploration in the individual areas. The conferring of certificates upon five placing winners in the General Psychology and Developmental Psychology contests, with a medal awarded to the first place winners, conceivably suggests to the ribbon awardees that they may successfully compete in this area and in fact have been recognized for their learning achievements.

Marketing efforts can be identified in the course material of general Psychology; within the first week of classes the various areas in which psychologists work are highlighted in both lecture and small group work and reinforced in the first unit test of the semester. Students indicating interest beyond class offerings are provided an opportunity for further investigation through a brochure entitled Careers in Psychology published by the American Psychological Association.

C. Evaluate the effectiveness of the advertising/marketing efforts associated with the program as it currently stands.

In terms of continuing large enrollment in the introductory psychology and sociology courses on campus, off campus and through the telecourse one might assess the advertising/marketing efforts as effective. However Recognition of other factors affecting course enrollment such as degree requirements, personal interests, and scheduling ease suggests that the precise effect of marketing efforts on course enrollment is not easily determined at the present time.

D. Recommend alterations in the advertising/marketing efforts associated with the program.

A current brochure focusing on the opportunities, requirements and providing additional interesting and relevent details about the social and behavioral sciences at Indpendence Community College could provide an additional marketing thrust: such a brochure could be distributed during recruiting visits and sent to students requesting more program information. On-going newspaper coverage emphasizing the scholastic and occupational achievements of previous Independence Community College students, including solicited favorable comments, would draw additional attention to the program. The practice of arranging for visiting professional leaders to schedule presentations for appropriate classes should be implemented on an occasional basis, with area high school classes invited to attend these special events.

CRITERION 12

Internal Procedures Analysis

A. Evaluate advising effectiveness as related to the program.

The Advising System has been controversial since its inception. The system per se is fundamentally sound and certainly beneficial to the students. This is particularily true for students who are declared majors and therefore have specific requirements. The flaw in the system is that not all students take advantage of it. Many students select their own classes and select the same classes as their friends regardless of their major.

B. Recommend alterations of the advising process as related to the program.

A recommendation to improve the advising system would be to require a faculty signiture on all enrollments. Better notification to the students as to who their advisor is and how he/she ought to be used might also improve the system.

CRITERION 13

Transfer

A. Document the percentage of program enrollees who transfer to comparable univeristy programs.

The percentage of program enrollees who transfer from ICC to comparable university programs is unknown at this time. Plans are underway to provide for the collection of this data in the future, probably from the office of the Registrar. A recent new position, that of public relations officer, could be used to coordinate efforts to collect appropriate program documentation on these students who transfer to four-year institutions.

B. Evaluate the effectiveness of the program in meeting the needs of transfer enrollees, through follow-up surveys or other similar means.

No present provisions are available for identifying program transfer students or for assessing program effectiveness in a systematic manner. However, informal contacts from transfer majors, and from non-majors as well, in the form of letters, telephone calls and visits suggest that a number of students have indicated their educational experiences in general psychology to be superior to students from other schools in terms of material covered and concepts emphasized.

Although some instructors collect information on student enrollees including their intended and/or declared major, there has been no attempt to require the collection of this information in all psychology classes. Such data must be available before the follow-up professor can be initiated.

C. Document the extent of program articulation with universities by providing evidence indicating that the courses in the program are transferable to each of the state universities and by providing evidence indicating that the courses in the program satisfy both program and course requirements for comparable programs at the state universities.

As of February 1988, General Psychology and Child Psychology are accepted as Kansas State University (KSU) Equivalent Courses. Freshman Orientation and Adolescent Psychology are transferable, but bave no Kansas State University equivalent courses. However, Biofeedback and Stress Management, Developmental Psychology, and Alcohol and Drug Abuse are not transferable. In the Social Science area, Elements of Sociology, World Regional Geography, and Social Problems are accepted as KSU equivalent courses. The Independent Study offerings for variable credit in Criminal Justice and Social Science are not transferable; nor is Introduction to Philosophy. Both Marriage & Family and Introduction to Criminal Justice are transferable as electives. Introduction to Gerontology, a relatively new social science offering, and Behavioral Statistics were not included in the evaluation.

As of February 1989 Pittsburg State University accepts most of the course offerings in the Behavioral Science area as transfer equivalent courses. Some exceptions are Freshman Orientation, which transfers as a general elective, and Biofeedback and Stress Management, and Alcohol and Drug Abuse, which may transfer as Psychology electives. Except for Introduction to Gerontology and Introduction to Criminal Justice, which are acceptable as Social/Behavioral Science electives, all other courses in Social Science are accepted as transfer equivalent courses. The Independent Study courses in Social Science were not mentioned.

Emporia State University in documents dated September 1987 has approved Independence Community College introductory courses in Sociology, Psychology, Anthropology, Developmental Psychology, and World Regional Geography as meeting the general education requirements for a number of bachelor degrees. The Independence Community College courses in Gerontology, Introduction to Criminal Justice, Social Problems, and Independent Study courses in social science and criminal justice were listed and designated as "No Evaluation" under similar Emporia State University Courses; it appears as if these courses are unacceptable for satisfying General Education Requirements. However, students are advised to check more thoroughly with their community college and Emporia State advisors to determine acceptability for a particular degree.

Transfer Equivalency Courses to the University of Kansas were determined for the 1986-87 year. The Basic Behavioral Science courses count for distribution in Social Science except for Biofeedback and Stress Management which is considered for elective credit. Alcohol and Drug Abuse, Freshman Orientation, and Independent Study courses will not transfer. Basic Social Science Courses will count for distribution in Social Science except for Philosophy which counts for distribution in humanities. The Independent Study courses in Social Science will count for distribution only after the academic nature of these classes has been determined.

As of the 6th of October 1988, transfer equivalencies have been determined for Independence Community College's Behavioral Science courses with Wichita State University. Freshman Orientation and Adolescent Psychology may be counted as Psychology electives. The Social Science Courses offered at Independence Community College are accepted as transfer equivalencies except for the Criminal Justice courses and Independent Study courses which are considered as general social science electives.

CRITERION 14

Placement and Demographics

A. Document the number and percentage of program enrollees for the last three years who fall into the following categories: Adults returning to school; Recent high school graduates; Residents of the service area; Employed while attending; Unemployed while attending; Residing off campus; Residing on campus; Majors; and Non-majors.

This data was unavailable for the Social Science program. It would be useful information if it was available. This criterion, along with several others in this program review, could be ascertained with proper survey instruments. The information gathered could result in a more comprehensive review of not only this program, but the entire college.

CRITERION 15

Survey of Previous Program Enrollees

A. Survey former students and document their evaluation of the effectiveness of the program and their perception of its strength and weaknesses.

No formal survey has been conducted by the College or the Division to document or evaluate the effectiveness of the program. Informal interviews with former students and their success at universities indicate that the program is effective. The Division would be willing to help develop a formal survey to evaluate program effectiveness.

CRITERION 16

Admission Requirements

A. List any requirements which limit or restrict admission to the program in some fashion, and justify such restrictions.

There are no requirements which limit or restrict admission to the program (other than being admitted as a student to ICC).

CRITERION 17

Outside Accreditation

A. List all outside accrediting, licensing or certifying agencies or organizations which approve, review, and/or have in-put in the conduct or standards of the program, and explain the relationship of the program to any such agency listed.

The program is not -- and need not be -- accredited, licensed or certified through any outside organization. All classes have been approved by our college and the Kansas State Department of Education.

CRITERION 18

Affirmative Action/Sex Equity

A. Explain how this program effects the institution's commitment to affirmative action and sex equity.

No individual is discriminated against on the bases of race, sex, national origin, religion, age or handicap.

Recommendations for Psychology and Social Science

1. From Criterion 6 on Curriculum Analysis: There needs to be some uniformity in the syllabi (covering time, texts, course content, course requirements, and methods) for the same courses taught by full-time faculty and adjunct faculty. These syllabi should be updated every three years, when new textbooks are adopted or when other conditions arise which requires a revision. There needs to be more standardization and communication between the adjunct faculty and full-time faculty.

2. From Criterion 7 on Instructional Analysis: There needs to be a better system of evaluating adjunct faculty. The credentials of adjunct faculty should be filed in the Vice President's Office. Also, there has been such a rapid increase in the number of adjunct faculty that many were not evaluated at all. Some system of evaluation needs to be developed for all adjunct faculty (just as there is a system for all full-time faculty).

3. From Criterion 8 on Facilities, Equipment and Materials Analysis: By offering more classes at more times we are creating some problems of space. If we continue this trend, some plans must be made for the addition of more classroom space.

4. From Criterion 9 on Enrollment and Criterion 10 on Cost: The program generates a very large FTE and this has significantly increased over the last five years. The full-time faculty, however, has remained constant. Salaries for adjunct faculty nearly doubled over the three year period studied (because there were more adjunct faculty hired). If there is such a demand for classes in this program, some effort should be made to hire more full-time faculty. Many of our recommendations (#1 and #2 in particular) would be solved if this recommendation was implemented.

5. From Criterion 11 on Marketing Analysis: A brochure on the Social and Behavioral Sciences should be published to aid in student recruiting to our program. The new "view book" for ICC is a tremendous benefit for the school and similar ones for each department should be developed.

6. From Criterion 12 on Internal Procedures Analysis: There needs to be better utilization of faculty advisors by the students. We recommend that a faculty signiture be required on all enrollments. Students should be assigned to departments or divisions. Students without declared majors should be assigned to a full-time faculty from whom they are taking a class.

7. From Criterion 13 on Transfer (also 14 and 15): Surveys need to be completed on the successes of our former students in the various programs. These surveys could determine college success (or difficulties) and job rate success (placement, opportunities, etc.)

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Pages 3-8

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Pages 10-21.

JOURNALISM
PROGRAM REVIEW
1988-89

Prepared by
Independence Community College
Department of Journalism
and
Vice-President for Instruction

April 1, 1989

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CRITERION 1

Institutional Mission and Goals

A. **Establish that the program is consonant with the philosophy of the college.**

The mission and philosophy of Independence Community College may be found in the Appendix. This non-vocational program is in harmony with the institutional mission and philosophy . In fact, this program is vital to that portion of the institutional mission which states that, "*The college offers a wide range of curricula that is responsive to the ever-changing personal and career needs of the individual in a democratic society*".

B. **Establish that the program is consonant with the goals of the college.**

The goals of the college as stated by the Board of Trustees may be found in the Appendix. This program is in harmony with the institutional goals, especially the first goal, "*To provide a foundation of general education which will enable students to function successfully as members of society;*" the second goal, "*To provide associate degree and transfer programs to parallel the first two years of four-year college and university programs;*" and the sixth goal, "*To provide aesthetic, cultural, social and recreational experiences that will enhance the quality of campus and community life.*" Some of the goals of the program are dealt with in the Independence Community College Strategic Planning Document, under Planning Goal One (1) of Mission Purpose One (1), found in the Appendix.

CRITERION 2

Advisory Council Involvement

A. **List the names, addresses, and occupations of all program advisory council members.**

At the present no external programmatic advisory council for this program has been formed. Currently such councils are established only for vocational programs. The use of such a council to help with evaluation of the program curriculum, recruitment of students into the program, the provision of internship and special project opportunities, and career preparation and insights might be a valuable addition to the program.

The composition of such a council should include representatives from area newspapers and publishers as well as area high school journalism instructors. Such a group could serve to make the program more visible and more effective. The existing Publications Advisory Committee is a standing committee of the college which can address issues of internal coordination and policy relating to college publications. It does not provide professional input from LEA's, journalists, broadcasters, and publishers in the area. A description of the committee and minutes may be found in the Appendix.

B. **Provide minutes and/or other documentation of program advisory council meetings during which goals, objectives, strengths and weaknesses of the program were discussed.**

Since no external programmatic council exists at present, no documentation is available. Minutes of the college standing committee entitled Publications Advisory Committee may be found in the Appendix.

C. **Document the program advisory council's recommendations for improving the program, or addressing any deficiency of the program.**

Since no external programmatic council exists at present, no such recommendations are available. Minutes of the college standing committee entitled Publications Advisory Committee may be found in the Appendix.

CRITERION 3

Labor Market Data

A. **Cite labor market projections and/or data relating to employability for the major(s) within this program.**

Although this program is not a vocational program, it is a pre-professional program which, if successfully completed after transfer from Independence Community College, can lead to professional employment. The three employment categories which are primarily related to this program are reporters and correspondents, writers and editors, and radio and television newscasters. A synopsis of the future employment outlook, training and qualifications, and earnings estimates (based upon data from the U.S. Department of Labor) for each of these three employment categories may be found in the Appendix. Likewise, a summary visual listing current total employment, projected employment, percent change in employment, and estimate of employment growth for each of these employment categories (also based upon data from the U.S. Department of Labor) may be found in the Appendix.

Our program is designed to provide pre-professional training for students interested in pursuing careers as reporters and correspondents, writers and editors, or radio and television broadcasters. The goal of the program is to provide two years of pre-professional course work and related pre-professional experience to such students, who transfer into university journalism programs.

Those pursuing careers as reporters and correspondents face an average national employment growth rate over the next ten years. The number of reporters and correspondents is expected to increase 24% during that period. In the same period the national employment growth rate for writers and editors will be faster than the average for all occupations. The number of writers and editors is expected to increase by 32%. Employment growth rate for radio and television newscasters is expected to be average, the number of such newscasters increasing by 16.2%. Reporters and correspondents held 69,000 jobs in 1984 and are expected to hold 86,000 jobs by 1995. Seven of every ten work for newspapers. Writers and editors held 191,000 jobs in 1984 and are expected to hold 254,000 jobs by 1995. Four of every ten work for newspapers, magazines and book publishers. Substantial numbers also work for journals and newsletters published by business and nonprofit organizations. Radio and television newscasters held 56,000 jobs in 1984 and are expected to hold 65,000 by 1995, most as staff announcers.

In Kansas the number of jobs for reporters and correspondents is expected to increase by 20% over the next five years, while that for writers and editors is expected to increase by 19%. The number of jobs for radio and television announcers is expected to increase by 4.6% in the same period, and that for broadcast news analysts in not expected to increase. Even closer to home, in our own region of the state, the number of jobs for reporters and correspondents is expected to increase by 20%, while that for writers and editors is expected to increase by 13%. The number of jobs for radio and television announcers and for broadcast news analysts is not expected to increase. (Graphics of these employment projections, based upon data furnished by the Kansas Department of Human Resources, may be found in the Appendix).

Thus it is clear that there is substantial employment potential in print media for students who successfully pursue a career in journalism beginning here at Independence Community College. Employment potential in electronic media is quite limited in Kansas and even more so in the southeast corner of the state, but nationally, employment potential is average for students who may begin their journalism careers at Independence Community College.

One of the secondary career options often associated with journalism programs, public relations, represents an area of potential curriculum development at Independence Community College. Career public relations training could be a very valuable addition to the journalism program in the future. The employment outlook for public relations or public information specialists is excellent. The number of such specialists in the nation is expected to increase by 36.8% by 1995. The employment growth rate over the next several years is expected to be much faster than average. In 1986, public relations specialists held 95,000 jobs and are expected to hold 130,000 by 1995. Greatest employment of such specialists occurs in manufacturing firms; public utilities; transportation companies; insurance companies; trade and professional associations; government agencies; and educational, religious, and human service organizations. The most recent expansion of employment has occurred in health related organizations.

In Kansas the number of jobs for public relations managers is expected to increase by 20% over the next five years, and that for public relations specialists is also expected to increase by 20%. Closer to home, in our own region, the number of jobs for public relations managers is expected to increase by 16% over the next five years, while that for public relations specialists is expected to increase by 25%. Employment opportunities are clear, but a college degree is a virtual requirement.

CRITERION 4

Comprehensive Needs Assessment

A. **Develop and administer a needs assessment survey which documents the need for the program at the local, regional, and state level.**

Aside from occupational data for this area, referred to under CRITERION 3, no such survey has been conducted. Such survey efforts might be useful in determining the number of area high school students who are potential program enrollees and in determining potential employment needs of area newspapers, publishers, and broadcasters which might be addressed by the program.

B. **Establish evidence of student interest in the program.**

Aside from enrollment figures, noted under CRITERION 9, no systematic evidence of current and future student interest in the program is gathered. Two potential student target audiences exist, one on campus and one in area high schools.

C. **Establish that the program and the courses within the program are not excessively duplicative of those offered by other community colleges in the state.**

There is no prohibition by the State Department of Education on duplication of transfer programs, as there is for vocational programs. Consequently, there are successful journalism programs offered by a number of Kansas community colleges. In the case of those nearest Independence Community College, Coffeyville Community College offers a program, although Coffeyville has developed its program in the direction of television broadcast journalism, and Labette Community College offers a program. Neosho County Community College does not offer a journalism program. All of the community colleges print media programs provide a similar core of courses consisting of some kind of introduction to mass media, newspaper production courses, and yearbook production courses. Some also provide an introductory public relations option which is only partially provided in our own program. Some augment this option with an advertising course. Photojournalism is an option in some programs and internship or field study options are available in some programs. A summary of common course offerings in journalism among Kansas community colleges is provided in the Appendix, together with course descriptions and suggested programs of study for programs in selected Kansas community colleges.

Print media options which appear in other programs and which are viable options for our own program include advertising, editing, internship/field study, and newsletter production. All of these would provide an introduction to new facets of a career in journalism without extraordinary costs, as might be entailed in a photojournalism option. The internship/field study option could be of very practical value to students while serving as a public relations tool for the program. A newsletter production option presents an opportunity for some enrollment increase and a natural tie to the vocational desk-top publishing program. Since substantial numbers of writers and editors are employed in the production of newsletters published by business and nonprofit organizations (see CRITERION 3), and since our own community offers a plethora of such newsletters, this particular addition to the program seems well worth pursuing. Advertising and editing options could be provided with the addition of two basic courses to the program.

The curriculum for the electronic media portion of the program has been revised over the last three years by establishing a curricular capability for television journalism. This option has not been implemented however, due to limitations of budget, equipment, and staff. The radio option of the program has a long institutional history and is active, although enrollment is relatively small and only part-time staffing is involved. Some facility and equipment as well as curricular improvement is needed in this area to implement a full program in radio broadcast journalism.

CRITERION 5

LEA Needs Assessment

A. **Survey and document interest in and potential enrollment in the program at service area high schools.**

While this data would be quite valuable no such survey has been conducted.

B. **Document support for and/or perception of need for the program by administrators of LEA's in the service area.**

While this data would be quite valuable, no such survey has been conducted.

CRITERION 6

Curriculum Analysis

A. Document the courses in the program as it currently stands.

The following courses comprise the core courses of the current program.

Print Media Journalism

Introduction to Mass Media
Newswriting I
Newswriting II
Public Relations
Publications Lab I
Publications Lab II
Directed Independent Study in Publications I
Directed Independent Study in Publications II
Pagemaker I
Pagemaker II

Electronic Media Journalism

Television

Advanced Video Production
Cable Television
Electronic News and Field Production I
Electronic News and Field Production II
Film Editing
Instructional and Community Television Production
Introduction to Television Continuity

Radio

ARRL FCC Novice License Program I
ARRL FCC Novice License Program II
Introduction to Broadcasting
Radio Production
Radio Workshop

Course descriptions and syllabi for these courses may be found in the Appendix.

B. **Evaluate the content of the courses in the program in terms of scope, currency, and applicability to Regents' transfer programs.**

The course syllabi for the programs are reviewed periodically in order to monitor content, scope, currency and applicability to Regent's transfer programs. The courses common to the program at Regents' universities together with course descriptions may be found in the Appendix. The transfer equivalent of Independence Community College journalism courses at each Regents' university may be found in chart form in the Appendix for Criterion XIII. Generally speaking the courses in the print media and radio portion of the program transfer. Those in the television portion of the program are of such recent vintage that transfer evaluations have not been completed by Regents' universities. Review of the Independence Community College program in terms of applicability to Regents' programs indicates great similarity in the core of basic lower division courses for print media and radio journalism. In some instances, however, courses which are quite similar in terms of their descriptions do not transfer. For example, in the print media area, Newswriting I at Kansas State University transfers as News and Feature Writing, while Newswriting II does not transfer. The clear Kansas State University equivalent of Newswriting I and II are Reporting I and Reporting II. Likewise, at Pittsburg State University where Newswriting II transfers as elective, Feature Writing seems a likely transfer equivalent. Also at Pittsburg State University where Public Relations transfers only as elective, a likely transfer equivalent is Pittsburg State University's own Introduction to Public Relations. At the University of Kansas, all Independence Community College courses transfer only as electives. These kinds of transfer discrepancies might be remedied by closer contact between the departments of these Regents' universities and our own department, so that a clear understanding of course content and instructional quality could be developed. At any rate, some direct, positive departmental efforts should be undertaken to address such discrepancies.

With respect to electronic media journalism only one Regents' university, Emporia State University, offers no program. At Pittsburg State University and Ft. Hays State University, the radio and television production courses tend to be upper level. At the University of Kansas, Kansas State University, and Wichita State University, radio and television related courses are not restricted to upper level designations. The three basic radio related courses in our program all transfer directly to Wichita State University. They transfer only as electives to the University of Kansas and Kansas State University. Again, some direct, positive departmental efforts should be undertaken to determine if direct equivalencies could be determined at the University of Kansas and Kansas State University. The television related courses are of recent origin and have not yet been implemented, so transfer evaluations are not completed. It is clear from reviewing Regents' programs, however, that their transfer as anything but electives will be more difficult than is the case with print media and radio.

C. **Evaluate the textual materials of the courses in terms of scope, currency and applicability to Regents' transfer programs.**

At the direction of the Division Chair, texts are evaluated annually and closely monitored for scope, currency, and applicability to Regents' programs, and have been found to be appropriate.

D. **Evaluate the objectives and competencies specified for each course.**

At the direction of the Division Chair, course objectives and competencies are evaluated annually, and have been found to be appropriate.

E. **Evaluate the sequence of courses in the program as normally offered.**

At the direction of the Division Chair, the sequence of courses in the program is evaluated annually, and has been found to be appropriate.

F. **Evaluate the extent to which courses in the program have kept up with recent developments in the field especially as they may apply to Regents' transfer programs.**

As a result of the instructors' efforts to maintain currency in the field, the courses in the program have kept pace with recent developments in the field. In the print media area, the addition of new instructional elements to Newswriting courses and the introduction of instruction in the use of Pagemaker software for typesetting, editing, and layout are the most recent examples of such efforts.

G. **Recommend course alterations, additions, and/or deletions.**

Based upon the curricula of similar programs at other community colleges and at Regents' universities, several additions could be made to the program.

The program could be expanded to include television journalism. Several television courses have been made available in the past two years and could be fully incorporated into the program. Such an addition however would require considerable investment in equipment and equipment maintenance. Movement in this direction was undertaken two years ago, but foundered upon budgetary constraints. If this option were to be fully implemented, additional instructors would need to be employed, or additional educational opportunities would need to be made available for present staff.

Photojournalism could be incorporated into the current program. In the 1986-87 school year, photojournalism courses comprised the largest portion of the enrollment in the program. Since that time photojournalism has not been offered as a part of the program. At present, an introductory photography class is offered through adjunct instructors, utilizing the darkroom which is located in the journalism room. If photojournalism were to be reabsorbed into the program, additional investment in darkroom equipment and supplies would need to be made. The darkroom ventilation system needs to be improved as it currently operates. Further use of the facility would make such improvement critical. Additional instructors would need to be employed, or additional educational opportunities would need to be made available for present staff.

In the area of print media journalism, the following courses could be added to the program without much additional cost: Editing, and Newsletter Production. An internship/field study course could also be added to the program at little additional cost. All of these lower cost program alterations carry some potential for enrollment increase.

In the radio area, some lower level courses which could be added to the program include Broadcast News, Writing for Electronic Media, Radio Reporting, Commercial Writing, Elements of Music Programming and Radio Announcing. Full implementation of the television option of the program could also entail similar writing and announcing courses. Additional staffing, equipment, and facility needs would be generated by some of these courses.

Serious consideration should be given to adding a public relations component to the curriculum, since that is one of the secondary employment categories often associated with journalism programs, and since this area is presently associated with much higher than average employment potential. Typical courses in the baccalaureate program include public relations theory and techniques, organizational communication, and public relations management and administration. Specialties are offered in business, government, and nonprofit organizations. Courses in advertising, journalism, business administration, political science, communications, psychology, sociology, and writing also help in preparing for a career in public relations. Familiarity with word processing and other computer applications also is helpful. Most of the lower division core courses for an undergraduate major in public relations are already in place at Independence Community College. In reviewing public relations curricula at Regents' universities, it appears that one course should be added to the Independence Community College curriculum: Promotional Writing. If this course was added, the core curriculum for a public relations major would include:

Public Relations
Advertising
Salesmanship
Introduction to Mass Media
Introduction to Broadcasting
Newswriting I
Newswriting II
Health Communications
Promotional Writing
Principles of Marketing

DRAFT
Curriculum
Associate of Science Degree
Public Relations

Freshman Year

First Semester	**18**	**Second Semester**	**18**
English Composition I	3	English Composition II	3
Speech	3	College Algebra	3
Psychology	3	Newswriting II	3
Introduction to Mass Media	3	Introduction to Computing	3
Newswriting I	3	Principles of Marketing	3
Public Relations	3	Advertising	3

Sophomore Year

First Semester	**17**	**Second Semester**	**16**
Art Appreciation	3	Music Appreciation	3
U.S. History	3	Physical Science	4
Political Science	3	Introduction to Broadcasting	3
Biology	5	Sociology	3
Promotional Writing	3	Health Communications or Salesmanship	3

The addition of this option to the curriculum would require little in terms of additional equipment and supplies. Staffing arrangements could easily entail current full-time faculty, augmented by adjunct faculty at little additional cost.

H. **Ascertain that a current course syllabus is on file in the office of the Dean of Instruction for each course in the program.**

Course syllabi are on file for all courses in the program.

I. **Ascertain that each syllabus for each course contains the following material:**

1. A detailed course outline.
2. Publication information relative to the proposed textbook.
3. A complete description of the course and its place in the curriculum
4. A detailed list of course learning objectives
5. A detailed list of competencies to be attained by students.
6. A description of the method of instruction to be used.
7. A description of the method to be used to evaluate student performance.
8. A list of materials which students will need in order to take the course.
9. A list of applicable reference materials available to students who enroll in the course.

Most syllabi are full and complete. A few need to be updated and appropriate information needs to be added. Updating is underway.

CRITERION 7

Instructional Analysis

A. **Document the credentials and qualifications of the instructors in the program.**

The regular instructors are qualified to operate the program and teach the various courses in the program. One has attained an Education Specialist Degree in Community College Teaching, and has several years of secondary teaching experiences. One has attained a Masters Degree and has several years of postsecondary teaching experience. Copies of resumes and/or employment applications may be found in the Appendix.

B. **Evaluate the teaching effectiveness of the instructors in the program.**

Student and administrative evaluations are on file in the office of the Dean of Instruction. Copies of student and administrative evaluation forms may be found in the Appendix.

C. **Evaluate the method or type of instruction used by the various instructors in the program.**

Instructional method in this program entails lecture, lab and hands-on individualized instruction. Both auditory and manipulative learning modes are accessed through current instructional techniques. Small classes permit direct work with students and an informal setting in which students should be free to ask questions.

D. **Evaluate the method used to determine how effective the instructional process has been in achieving program objectives.**

The instructors have made great strides in establishing specific program objectives. Samples of such objectives may be found in the Appendix. Assessment of student progress in reaching these objectives is made by the instructors as part of the process of assigning grades. Consequently grade distribution is one of the few consistent regularized methods of assessing the effectiveness of the instructional process in achieving program goals. Other measures entailing transfer and/or employment success have not been developed. Grade distribution for core program courses over the last three school years is found in the Appendix. Analysis of grade distribution appears to indicate that program goals have been achieved. Another measure of the extent to which the instructional process is achieving program objectives is the quality of the tangible products of the program. In the print media realm, the products are the yearbook (Communico) and newspaper (Buccaneer). Both are of good quality, indicating that the instructional process is achieving program objectives. In the radio arena, students have produced radio promotional tapes which have been judged of such quality as to be used in actual on-air promotional efforts by area commercial radio stations.

STUDENT PUBLICATIONS

Both the Buccaneer and the Communico are student publications of good quality and reflect an important body of work related to the activities of several of the print media courses. There has been substantial improvement in the quality of these publications over the last three years. Both students and the instructor invest hundreds of hours in the production of these publications beyond normally scheduled class sessions. Their impact upon the quality of student life at the college and their reflection of campus culture are very important nontangible contributions of the journalism program to the college. The ICC Buccaneer has received meritorious ratings from the Columbia Scholastic Press Association of Columbia University and the Associated Collegiate Press Association of the University of Minnesota. The Communico has received the Award of Excellence given by the Walsworth Publishing Company.

CRITERION 8

Facilities, Equipment and Materials Analysis

A. Evaluate the facilities applicable to the program, as they relate to program objectives and competencies.

The facilities are adequate to meet the needs of the program as it currently operates, except in the darkroom where improvement in the ventilation system is needed. Any expansion of the electronic media journalism area will require facilities alterations and more dedicated space.

B. Evaluate the equipment applicable to the program, as it relates to program objectives and competencies.

Equipment applicable to the program is adequate, except that more computers need to be added to the print media portion of the program to accommodate newswriting and publication lab students. Such addition would also permit greater enrollment in the Pagemaker courses, improve newspaper and yearbook production efficiency, and make possible the addition of a newsletter course. Some additional equipment should be added to the program, both in the areas of photography and developing, if photojournalism is to become a part of the program again. Any production or programming related expansion of the radio journalism area will require new equipment and alteration and replacement of existing equipment. The implementation of the television portion of the program will require extensive equipment acquisition.

C. Evaluate the materials applicable to the program (including library/media center holdings and acquisitions) as they relate to the program objectives and competencies.

Materials applicable to the program objectives are adequate. Some additional supplies will be needed for the darkroom if photojournalism is re-added to the program.

D. Establish facilities, equipment and materials needs, both short and long term, in the context of program objectives and competencies.

Improved ventilation in the darkroom and additional computers and software are the primary short-term needs of the program. Long-term equipment and material needs depend upon which options may be added to the program. If photojournalism is re-added to the program, considerable outlay for camera equipment, lights and darkroom equipment and supplies will be necessary. If non-print media options are expanded or implemented, substantial equipment expenditures will be necessary.

CRITERION 9

Enrollment

A. **Document the enrollment for each course of the program each year for the last three years.**

	1986-87	1987-88	1988-89
D/I Studies in Publications I	not offered	not offered	10
D/I Studies in Publications II	not offered	not offered	not offered
Introduction to Mass Media	11	13	not offered
Newswriting I	5	4	5
Newswriting II	not offered	not offered	not offered
Public Relations	not offered	5	4
Publications Lab I	7	21	20
Publications Lab II	4	4	20
Pagemaker I	not offered	not offered	7
Pagemaker II	not offered	not offered	2
Photography I	42	22	15
Photography II	9	14	5
Photojournalism	1	not offered	not offered
Instructional/Community TV Production	not offered	7	not offered
Radio Production	12	12	16
Radio Workshop	2	5	5
Introduction to Broadcasting	not offered	2	not offered

It should be noted that in 1986-87 and 1987-88 that largest course enrollments in the program were the collective photography courses. In 1988-89 the enrollment in the publications labs matched that in photography. The photography courses have been taught by the regular faculty of the journalism department only in 1986-87. Since that time, the photography courses have been offered by adjunct instructors, and photography has not been a teaching assignment for regular faculty in the program.

B. **Establish the proper figure for each of the following categories of program enrollment for each of the last three years.**

Print Media Journalism

	Number of Students	Student Credit Hour Generation	FTE	Revenue Generated by Enrollment	Revenue Generated by Advertising Sales
1986-87	79	220	14.6	11,611.25	1,291.00
1987-88*	90	241	16.07	11,992.00	2,380.00
1988-89**	91	193	12.87	10,523.00	4,551.00

Electronic Media Journalism

1986-87	14	40	2.66	2,446.25	-0-
1987-88	19	52	3.47	3,111.00	-0-
1988-89	21	58	3.87	3,485.00	-0-

Total Journalism Program

1986-87	93	260	17.26	14,057.50	1,291.00
1987-88	109	293	19.54	15,103.00	2,380.00
1988-89	112	251	16.74	14,008.00	4,551.00

*Photography, offered by adjunct faculty outside the regular program, contributed 36 students, 108 student credit hours, 7.2 FTE, and $5,036.25 revenue to the program figures for this year.

** Photography, offered by adjunct faculty outside the regular program, contributed 20 students, 60 student credit hours, 4 FTE, and $3,042.00 revenue to the program figures this year.

C. **Provide program enrollment projections for the next three years and explain them.**

Data necessary to make program enrollment projection is not available. The instructors and Division Chairpersons are committed to increased marketing and recruiting efforts for the program per the five-year plan found in the Appendix. Based upon their assessment of student demand and marketing and recruiting factors, they believe that a 10% increase in enrollment for each of the next three years is a realistic projection.

CRITERION 10

Cost

A. **Establish the proper figure for each of the following categories of program cost for each of the last three (3) years.**

Program Cost Analysis

	1986-87	1987-88	1988-89
Salaries	20,211	30,330	31,094
Fringe Benefits	2,175	2,046	2,178
Equipment Purchases	-0-	120	-0-
Equipment Maint. & Repair	-0-	-0-	220
Supplies	-0-	231	337
Printing	5,000	6,542	7,249
Travel	500	144	140
Other	2,600	535	348
TOTAL COST	30,486	39,948	41,566

CRITERION 11

Marketing Analysis

A. Identify the target market for this program as it currently operates.

The target market for the program as it currently operates is high school graduates seeking to fulfill the first two years of a university degree program in journalism. The program is not a recognized vocational program so there is very little emphasis on marketing the program to adults who are employed in the field and who are seeking to update their skills in order to improve their employment position. Greater emphasis could be placed on short term employment training, particularly with the development of an effective advisory committee, improvement of the scope and sophistication of program equipment, the addition of a newsletter option, and the reintegration of the photojournalism option. A number of program participants have gone on to jobs in the area based upon their program experiences. This could become a market focus.

B. Document the advertising/marketing efforts associated with the program as it currently stands.

There have been few institutionalized marketing efforts associated with the program as it presently operates. Consequently, documentation cannot be accomplished. There are no programmatic marketing brochures, flyers, or other publications. There is no focused media marketing for this program. Some recent efforts at direct mail marketing and at face-to-face marketing to target markets have been undertaken (see Five-Year Plan to Improve Journalism Numbers in Appendix). The results of these efforts are unknown at this point, since they have just been undertaken. Increased direct mail and telephone contacts, high school visitations, and greater networking efforts aimed both at area high school instructors and journalism students will need to be undertaken.

C. Evaluate the effectiveness of the advertising/marketing efforts associated with the program as it currently stands.

There is little evaluative data available in this regard. The instructors and Division Chair are aware of the need for improvement in this arena and are working to improve program marketing.

D. Recommend alterations in the advertising/marketing efforts associated with the program.

The program needs to develop a marketing brochure, flyer, or publication which can be given to interested students and area high school instructors. Increased direct mailing effort to area high school seniors needs to be undertaken. High school visitations need to be increased. Plans for recognizing area journalism students, increased networking with area high school instructors, and developing workshops and an area journalism organization centered on the campus need to be implemented. The program needs to focus also on the employment possibilities available in the area after two years of experience as a possible market. Closer contacts with related businesses and industries, perhaps through an advisory council and an internship program, might facilitate the development of this possible new market for the program. Focused newspaper and radio advertising marketing the program needs to be planned and implemented.

CRITERION 12

Internal Procedures Analysis

A. Evaluate advising effectiveness as related to the program.

The instructor and the Division Chairperson have evaluated the advising system as it relates to this program and have found it to be effective. Student feedback indicates that advising as related to the program is effective.

B. Recommend alterations of the advising process as related to the program.

The advising process and mechanism appear to be appropriate and functioning well.

CRITERION 13

Transfer

A. **Document the percentage of program enrollees who transfer to comparable university programs.**

Little documentation exists presently to determine the percentage of program enrollees who transfer to comparable university programs. It may be assumed, since this is not a vocational program, that most students who seek to major in journalism and who enroll and complete the program offered here, do transfer to a comparable university program. Of course, one of the purposes of lower level programs is to expose students to the kind of work which will be expected of them upon transfer. Some students who have unrealistic expectations of the major upon entry into the program, may change majors when the encounter the reality of the course work in the major. None of the courses offered in this program are required transfer courses. They are all electives. Non-majors must find room in their schedules for elective courses in order to take the courses in this program.

B. **Evaluate the effectiveness of the program in meeting the needs of transfer enrollees, through follow-up surveys or other similar means.**

Follow-up surveys and interviews of program enrollees who transfer to comparable university programs are not done. Improvement is needed in this regard to gauge transfer effectiveness of the program.

C. **Document the extent of program articulation with universities by providing evidence indicating that the courses in the program are transferable to each of the state universities and by providing evidence indicating that the courses in the program satisfy both program and course requirements for comparable programs at the state universities.**

The courses in the program are generally transferable to universities. Some improvement in this regard could be gained by cultivation of university contacts and the maintenance of closer ties so as to ensure that the universities understand the content and quality of courses in the program - as discussed in CRITERION 6. Please refer to Regents' university catalogue descriptions, transfer equivalency sheets, and the chart entitled Journalism Program Transfer Equivalent Courses at Regents' Universities.

CRITERION 14

Placement and Demographics

A. **Document the number and percentage of program enrollees for the last three (3) years who fall into the following categories.**

This data is unavailable except for the enrollment of majors and non-majors. There are no reported majors for this program during the 1986-87, 1987-88, and 1988-89 school years. In 1986-87, forty students enrolled in the program. In 1987-88, seventy-three students enrolled in the program. In 1988-89, eighty-nine students enrolled in the program. None were program majors, according to official declaration of major.

CRITERION 15

Survey of Previous Program Enrollees

A. **Survey former students and document their evaluation of the effectiveness of the program and their perception of its strengths and weaknesses.**

No consistent, regularized survey of former students has been done to document their perception of the program. Such effort might provide useful data.

CRITERION 16

Admissions Requirements

A. List any requirements which limit or restrict admission to the program in some fashion, and justify such restrictions.

There are no requirements which limit or restrict admission to the program.

CRITERION 17

Outside Accreditation

A. **List all outside accrediting, licensing or certifying agencies or organizations which approve, review, and/or have in-put in the conduct or standards of the program, and explain the relationship of the program to any such agency listed.**

There are no outside accrediting, licensing or certifying agencies or organizations which approve, review, and/or have in-put in the conduct or standards of the program.

CRITERION 18

Affirmative Action/Sex Equity

A. Explain how this program effects the institution's commitment to affirmative action and sex equity.

Appropriate minority and female enrollment in this program is documented. The program is consistent with the institution's commitment to affirmative action and sex equity.

JOURNALISM PROGRAM RECOMMENDATIONS

1. Establish and develop a program advisory council including representatives from area newspapers, area publishers, and area high school journalism instructors to help make the program more visible, to help recruit students to the program, and to help establish internship and seminar possibilities for students in the program.

2. Establish a public relations major and corresponding curriculum for the program to be added to the catalogue.

3. Develop a needs assessment survey for the program focusing upon LEA's and potential high school student enrollment as well as area employers who might employ those who successfully complete the program.

4. Develop closer contact between our department and the corresponding departments of Regents' universities, in order to provide clearer understanding of course content and instructional quality, and in order to address transfer discrepancies.

    A. Attempt to secure the transfer of Newswriting I and II to Kansas State University as Reporting I and II.

    B. Attempt to secure the transfer of Newswriting II to Kansas State University as Feature Writing.

    C. Attempt to secure the transfer of Public Relations to Pittsburg State University as Introduction to Public Relations.

    D. Attempt to secure transfer of some Independence Community College courses to the University of Kansas as satisfying direct equivalents instead of electives.

    E. Attempt to secure direct equivalent transfer of our radio courses to the University of Kansas and Kansas State University, rather than elective transfer.

5. Reintegrate photojournalism into the program.

6. Develop Editing, Newsletter Production, Promotional Writing, Broadcast News, Writing for Electronic Media, Radio Reporting, Commercial Writing, Elements of Music Programming, and Radio Announcing as courses for addition to the program.

7. Additional computers and software need to be added to the journalism department in order to facilitate instruction and publications production.

8. The ventilation system in the darkroom needs to be improved.

9. Some equipment replacement in the darkroom is necessary and similar replacement and addition of photographic equipment is necessary if photojournalism is reintegrated into the program.

10. Increase the enrollment in the program through more intensive recruiting and marketing of the program.

11. Market more intensively and effectively to traditional aged transfer students.

12. Provide greater marketing emphasis upon adults employed in the field by providing short-term employment training.

13. Develop programmatic marketing brochures.

14. Intensify and regularize direct mail, telephone, and face-to-face marketing efforts.

15. Improve departmental student follow-up so as to begin identifying how many program enrollees transfer to comparable university programs and how well they do upon transfer. Regular contact with former students is necessary.

16. The institutional data processing routine needs to become more sophisticated in order to allow departments to determine more about the background of their students. At this point it is impossible to determine how many students are employed, unemployed, residing off or on campus, majors or non-majors, residents of the service area or not, and the like without consulting several documents and sorting by hand. Basic marketing efforts could be improved if there could be an improvement in the development and distribution of this kind of data.

17. Regularized exit surveys of students need to be done for the program with periodic follow-up surveys through completion of the bachelor's degree.

APPENDIX I

Criterion I

A. Mission Statement of Independence Community College
A. Statement of Purpose of Independence Community College
B. Excerpt from Independence Community College Strategic Planning Document

The Institutional Mission

Independence Community College is a comprehensive, public, two-year community college committed to meeting the postsecondary educational needs in its district and service area. The college recognizes the importance of individual dignity, provides the opportunity for all students to prepare themselves for effective living and encourages them to achieve the maximum development of their individual abilities. The college offers a wide range of curricula that is responsive to the ever-changing personal and career needs of the individual in a democratic society. With excellence in education at reasonable student cost as its primary objective, the college assumes accountability for its mission to the extent of its physical and financial resources.

Purposes

This college is dedicated to the fulfillment of its mission through the following established purposes:

1. To provide a foundation of general education which will enable students to function successfully as members of society.
2. To provide associate-degree and transfer programs to parallel the first two years of four-year college and university programs.
3. To provide occupational education programs for job training, retraining and/or upgrading of skills.
4. To provide special-need programs for adult basic education and for individual academic improvement.
5. To provide adequate services, resources, and facilities to support the educational process.
6. To provide aesthetic, cultural, social, and recreational experiences that will enhance the quality of campus and community life.
7. To cooperate with business, industry, and organizations in implementing programs to meet their needs in relation to the economic and employment realities of the area served.

MISSION PURPOSE 1:

To provide a foundation of general education which will enable students to function successfully as members of society.

MISSION PURPOSE 1

PLANNING GOAL:

1. To improve the quality of programming in the areas of music, foreign languages, English, art and journalism
2. To improve the quality of programming in the areas of mathematics, physical science, chemistry and biological science
3. To improve the quality of programming in the areas of history, political science, sociology, psychology, physical education and health
4. To improve the quality of programming in the areas of accounting, business administration, data processing, engineering technology, and secretarial/office education
5. Improve continuing and outreach educational programming

MISSION PURPOSE #1:

02-14-1988 AT 13:51

REFERENCE	ACTIO	ACTIVITY	BUD	FY89#	FY90#	FY91#
1.1.1	*****	PROVIDE FOR THE IMPROVEMENT OF COURSES IN THE AREAS OF MUSIC, FOREIGN LANG, ENGLISH & JOURNALISM	1153			
1.1.1.1		Improve band and chorale group	1153			
1.1.1.2	COMP	Develop & implement an individualized program in French	1153			
1.1.1.3	COMP	Update and revise English course content	1154			
1.1.1.4	COMP	Install proper ventilation in photo lab	7100			
1.1.1.5	COMP	New choral position	1153			
1.1.1.6		Instrumental instructor to provide recruitment plan and pergormance group	1153			
1.1.1.7		New choral instructor will make plans for new performance group	1153			
1.1.1.8		Purchase camcorder, character generator and playback equip to expand television courses	1156	2120.00		
1.1.1.9		Design yearbook and newspaper program to teach creative, responsible journalism	1156	400.00		

REFERENCE	ACTIO	ACTIVITY	BUD	FY89#	FY90#	FY91#
1.1.1.16		Establish PR performing group to represent the college at various community, area and state functions	1153	2000.00	2000.00	2000.00
1.1.1.17		Contract with local music specialist and private teachers to teach privately at the college	1153	4500.00	4500.00	4500.00
1.1.1.18		Establish a listening lab in the Music Department area.	1153	460.00		
1.1.1.19		Provide performance scholarships for string students	8100	300.00	300.00	300.00
1.1.2	*****	PROVIDE FOR REPAIR AND REPLACEMENT OF EQUIP IN THE AREAS OF MUSIC, LANG ENGLISH, ART AND JOURNALISM	1150			
1.1.2.1		Humanities department chairperson will submit an annual long range plan	1150			
1.1.2.2		Replace antiquated computer used by English instructor for teaching Engl on computers with a new Apple IIe	1154	1500.00		
1.1.2.3		Purchase a new sound system for the Inge Theatre	1151	2000.00		
1.1.3	*****	PROVIDE FOR THE REPLACEMENT OF NEW EQUIP IN THE AREAS OF MUSIC, LANG, ENGLISH, ART AND JOURNALISM	1150			
1.1.3.1		Expand computers in the newslab	1150			

REFERENCE	ACTIO	ACTIVITY	BUD	FY89#	FY90#	FY91#
1.1.3.2		Department chairperson will include this in annual update of long range plan to Dean of Instruction	1150			
1.1.3.3		Purchase a basic table for a micro computer	1154	350.00		
1.1.3.4		Purchase a display case to display creative writing	1154	500.00		
1.1.3.5		Purchase a filing cabinet for Room 113	1154	150.00		
1.1.3.6		Purchase a teacher's desk for Room 113	1154	300.00		
1.1.3.7		Purchase a distionary stand for Classroom 113	1154	125.00		
1.1.3.8		Implement a low watt radio station on campus	1154	7500.00		
1.1.3.9		Purchase kiln shelves, easels, and new large pug mill for art department	1155	4500.00		
1.1.3.10		Purchase computer/printer for graphics use in the Art department	1155	4000.00		
1.1.4	*****	PROVIDE FOR ADEQUATE BUDGET FOR THE JOURNALISM PROGRAM	1156			

REFERENCE	ACTIO	ACTIVITY	BUD	FY89#	FY90#	FY91#
1.1.4	*****	PROVIDE BUDGET FOR CONTINUING PRESENT PROGRAMS IN JOURNALSIM	1156			
1.2.1	*****	PROVIDE FOR THE IMPROVEMENT OF COURSES IN THE AREAS OF MATHEMATICS PHY SCI,CHEM, AND BIOLOGICAL SCI	1150			
1.2.1.1		Update, revise, and strengthen math lab concepts	1174			
1.2.1.2		Increase enrollment in math and physical science courses and plan additional sophomore courses	1174			
1.2.1.3		Install proper ventilation in chemistry lab	7100			
1.2.1.4		Install computer-math lab in physics extra classroom	7100			
1.2.1.5		Install electrical connections	7100	700.00		
1.2.2	*****	PROVIDE FOR REPAIR AND REPLACEMENT OF EQUIP IN THE AREAS OF MATH, PHY SCI, CHEM AND BIO SCI	1150			
1.2.2.1		Submit annual long range plan and budget to the Dean of Instruction	1150			
1.2.2.1		Establish equip main plan for cleaning and lubricating microscopes, steroscopes, balances, computer eq	1174	500.00	500.00	500.00

APPENDIX II

Criterion II

B. Selected Minutes and Correspondence Relating to Publications Advisory Committee Meetings
D. Functions of the Publications Advisory Committee

PUBLICATIONS ADVISORY MEETING AGENDA SEPTEMBER 12,1990

1) review of 1989-90 committee's accomplishments

2) review of yearbook and completions of goals of 1990

3) review of newspaper and Completion of goals in 1989-90

4) introductions and remarks by 1990-91 editors
    yearbook-Leslie Stair
    newspaper- Rick Huguenin

5) publications advisory committee lay members

6) goals of ICC publications for the year

Publications Advisory Committee

Meeting Minutes

The ICC Publications Advisory Committee met Friday, March 30, 1990, at 2:15 p.m. in AC101. Attending were Susan Main, Debra Warner, Laura Chandler, and Laurie Farless. Paula Hastings was absent.

The meeting opened with a discussion of some brochures which Susan has been developing to promote journalism at ICC, and to aid her in student recruitment.

Susan reported on the status of the yearbook: it is completed and will be distributed in May. Two hundred yearbooks are being printed, but only 67 have been sold to date. Cost-effectiveness of the yearbook is, therefore, a major concern. Yearbooks are now for sale in the bookstore.

Another concern is the recruitment effort. Susan stated that while there has been a "recruitment effort" there has not been "recruitment success." She reported that she has invited student from area schools to visit the journalism department, and many have. The committee expressed the hope that these visits would result in increased enrollment.

Susan also discussed some of her budget concerns with Laurie Farless. Advertising monies received by the journalism department are needed to purchase new equipment and also to provide funds for journalism students to attend conferences. Laurie explained that the advertising monies could be used for these purposes. Another concern is the number of yearbooks which are used for recruitment purposes, some of which have been given by the journalism department without receiving a purchase order. Laurie suggested that Susan require a purchase order before distributing copies of the yearbook.

Respectfully submitted,

Laura Chandler

Laura Chandler, Committee Secretary

Publications Advisory Committee

Meeting Minutes

The ICC Publications Advisory Committee met Friday, December 8, 1989, at 2:00 p.m. in AC101. Attending were Susan Main, Debra Warner, Paula Hastings and Laura Chandler. Laurie Farless was absent.

The committee discussed ways to make the yearbook more cost effective. So that the rest of the committee could better determine what might be done, Susan explained briefly the process of putting the yearbook together. She explained that at the present time, the yearbook is not cost effective: that last year's book sold less than 100 copies and cost $10,000 to produce. Susan expected that this year's yearbook would cost just as much or more. Debra Warner suggested putting together some sections of the yearbook that could be used each year. The committee also discussed the possibility of keeping a history of the school year by means of a magazine rather than a yearbook.

Susan also stated that attracting more students to the journalism program would help to ease the workload. She said, however, that this year's staff was larger than last year's, and that the yearbook will be on schedule.

The meeting was adjourned at 2:45 p.m.

Respectfully submitted,

Laura Chandler

Laura Chandler, Committee Secretary

Publications Advisory Committee
Meeting Minutes

The ICC Publications Advisory Committee met on Friday, September 29, 1989, at 2:00 p.m. in room 101 of the academic Building. Attending were Laura Chandler, Debra Warner, and Susan Main. Not attending were Paula Hastings and Laurie Farless. A special guest was yearbook editor, Leigh Hinthorn.

Members were complimentary of the present ICC student publications, the student newspaper and newly revived yearbook. Positive comments were also shared from others outside ICC. The value of the yearbook as a historical record particularly makes it an important publication. Leigh Hinthorn discussed the yearbook presently being prepared. The hours of preparation and great expense seem unnecessary, since over 100 yearbooks still remain of the 250 ordered last year, being sold for $20. A new company, Walsworth from Missouri, is helping to prepare this year's book, with all computer layout and four color cover. The major weakness and a large expense last year were the student mug shots. They were shot professionally this year, at $2 per student, by Monte Lilburn, ICC photography instructor and owner of Heirloom Photo. In addition to doing that at our convenience, Lilburn has also been quite helpful to student photographers and in setting up new equipment at ICC. Last year's good advertising in student publications allowed for purchase of $1500 worth of photography equipment for the darkroom. Committee members had several suggestions regarding yearbooks. One was to mail a letter to everyone pictured in last year's yearbook who had not yet purchased one, giving them a reduced price of $12.50 to help sell them and distribute the book. They also suggested a drawing for a free meal at a local restaurant or several drawings might be held with those who have purchased yearbooks. These will be tried soon.

Staff members for the ICC student publications also have a travel request pending for a national conference of the Associated Collegiate Press in New Orleans, LA, in November. The conference offers workshops in every aspect of school publications and networking opportunities with other staffs, four-year programs,and publications employers. The trip would be paid for from advertising income from last year's newspaper.

According to the new five-year plan for the improvementof the ICC journalism program, a few ideas were presented and discussed. An advisory committee made up of community lay people was discussed, with members feeling it would be perhaps a good public relations idea, but probably not too beneficial as a way to improve publications. The problems of student publications would not be of interest to community people, nor would their answers be helpful, since they probably have not dealt in these areas with students. It was also thought to be unfair to use them in such a way to not benefit their publications, but just to take their time for regular meetings. It was suggested they might be asked to visit a meeting sometime to know we have such an advisory committee.

Visitations from area high school journalism programs was discussed, also a part of the five-eyar plan. Independence High School was invited, but wanted to wait a few weeks, but visits would involve kind of an "open house" where present staff members share their responsibilities and feelings about publications. Any help needed by those students on layout, computer, writing, or anything would also be discussed during the visit. Other area high schools to be invited are Neodesha, Caney, Fredonia, Cherryvale, Independence Bible School. These students will then see the opportunity they have for a good journalism experience at ICC, and also see their counterparts in action.

Members also dicussed the possibility for an ICC column in the Independence Daily Reporter, but a newsy-column as that might be would not be an educational journalistic experience. Also mentioned was the possibility of printing one issue of the Buccaneer for distribution with the Reporter. This is being pursued.

Also discussed was the opportunity students have to write for the student newspaper. Although a public relations newspaper makes a fine publication to represent ICC, it is not all there is to reporting, and students need to be reporting on all events that occur at ICC, from favorable to unfavorable. In a recent evaluation of the Buccaneer by professional journalists who promote effective college publications, the Buccaneer was rated very poorly in covering all aspects of the campus. We were rated as having too much of a public relations slant and not enough controversial college campus reporting. Even though not many controversial events happen at ICC, fortunately, the Buccaneer must be responsible to report them. The committee members expressed the opinion that ICC student journalists be encouraged to freely express their opinions and report all events responsibly.

The meeting adjourned and members would like to reconvene every two months, with the next meeting being planned for November.

Publications Advisory Committee Minutes
January 26, 1989

TO: Darren Brunson
Laura Chandler
Debby Warner
Susan Main
Robert Romine

The Publications Advisory Committee met on Wednesday, January 25, 1989, at 2:00 p.m. in room 101AC. Members present included Laura Chandler and Susan Main. Not present were Darren Brunson and Debby Warner.

ICC school publications were discussed and Laura Chandler praised the high quality for this year's newspaper.

Yearbook sales have been very low, with less than 70 purchased for this year. Advertising did not reach staff goals, but $1800 was sold. These two totals make a $6000 yearbook a definite budget concern. Slow progress on the yearbook was discussed and reasons were mentioned which might contribute to this problem.

One problem with community college level students is that too many students work and can't spend the hours involved in such a demanding task as a yearbook. Since no immediate feedback is seen or heard, as in a bi-weekly newspaper, students lose interest and prefer their newspaper work.

Another problem mentioned was that too many community college students are either on a degree or certificate program, or a transfer program. They do not see any transfer or long-term advantage to serving on a publications staff. They again also see the long hours involved.

Similar to these problems in relation to publications, Laura commented that similar ones might be responsible for the death of debate and forensics at most area community colleges in the area.

If publications programs are to be continued, it may be of the expense of FTE or budget, since many factors are involved in successful publications. More prestige, scholarships, and continued high-quality publications may help with some of these numbers and staff problems.

The committee agreed to meet again February 22, 1989, at 2:00 p.m. in AC101 to discuss possible solutions. The meeting was adjourned.

To: Dean of Instruction Romine
Publications Advisory Committee Members

Re: Meeting Minutes

The Publications Advisory Committee met as scheduled on Friday, September 4, 1987, at 12:00 Noon in AC 101. Attending were Jill Warford and Susan Main. Nct attending were John Troutman and Jo Ann McDowell.

Those topics discussed included: ICC PRESS RELEASES: Susan Main mentioned those were sent to her publications students for use in the school newspaper. Jill said she would also like to receive those for radio programs. ICC RADIO PROGRAMS: Jill and her radio production students are preparing for another year of KIND radio programs with two or three programs weekly. Nelson Rupard has not contacted Jill yet with a time slot. ICC CABLEVISION CHANNEL: Locations for equipment for this planned program with Cablevision were discussed. A check room near Inge Theatre, the office in room 101, and the radio production room were considered. The radio production room is too crowded to allow much equipment, but the tabletop-sized arrangement that is presently being planned may work there. If possible, radio programs could possibly be carried over ICC's cablevision network, also. Further checking later proved that was indeed possible. Jill's work study student who is a drama major will be approached about helping with the cable project. HIGHTIDE MAGAZINE: The purpose of last year's Hightide was discussed. Both committee members felt that it would be a better indicator of ICC's academics and history if topics were limited to school programs and pictures thereof. Although last year's magazine was interesting, in the absence of an ICC yearbook, a record of ICC's two semesters might be more valuable. PRINTING REQUESTS: Members expressed concern over the time needed for printing requests. It was felt and hoped that these were probably maximimum times to allow and often may be quicker. ICC BUCCANEER: That day's issue of the Buccaneer was discussed, including suggestions and comments. Since all matters of business were discussed, the meeting adjourned. Future meetings will be held as necessary.

Respectfully submitted,

Susan Main

Minutes of September 15, 1988 Publications Advisory Committee

The Publications Advisory Committee Met on September 15, 1988 in room 101AC. In attendance were Laura Chandler and Susan Main. Absent were Debra Warner and Darren Brunson.

The Committee discussed their responsibilities and developed a Committee description. It is attached.

The next meeting will be Friday, October 21, 1988 at 1:30pm in room 101AC. Members are encouraged to send agenda to the chair at least three days in advance.

Meeting was adjourned.

Publications Advisory COMMITTEE

MEMBERSHIP a. Faculty: Two representatives of the communications department, including the publications advisor;

b. Administration: two at large members

CHARACTER The Publications Advisory Committee is an advisory body which deals with student publications of the college. Recommendations of the council, established by simple majority vote, are made to the Dean of Instruction.

PURPOSES

1. To examine the mission and purposes of the institution, determine how they correspond with current practice and make recommendations accordingly.
2. To advise in matters of student publications and evaluation, and in matters related to programs and courses of study, such as how publications are meeting the needs of college students, faculty, and administration.

MEETING The council will meet regularly the third Friday of each month and at such other times as may be directed by the chair. The publications advisor will chair this council. Minutes will be taken. Reports and findings will be presented by committee members as assigned. Decisions will issue as recommendations to the Dean of Instruction.

AGENDA Each committee member will notify the chair of item(s) and discussions time needed three days before meeting time so an effective agenda can be prepared for each meeting.

Adopted: September 15, 1988

APPENDIX III

Criterion III

A. Program Employment Data for the Service Area-Journalism
A. Program Employment Data for the Service Area-Public Relations Specialists
A. Program Employment Data for Kansas-Journalism
A. Program Employment Data for Kansas-Public Relations Specialists
B. Program Occupational Projections and Training Data-Journalism
B. Program Occupational Projections and Training Data-Public Relations Specialist
B. Program Occupational Outlook - Reporters & Correspondents
B. Program Occupational Outlook - Writers & Editors
B. Program Occupational Outlook - Radio & Television Newscasters
B. Program Occupational Outlook - Public Relations Specialist

OCCUPATIONAL EMPLOYMENT IN KANSAS
JTPA - SDA V
1986 - 1995

	EMPLOYMENT		EMPLOYMENT CHANGE		AVERAGE ANNUAL JOB OPENINGS		
	1986	1995	Number	Percent	Total	Growth	Separations
Reporters and Correspondents	100	120	20	20.0	10	N/A	N/A
Writers and Editors	80	100	10	12.5	10	N/A	N/A
Radio and Television Announcers and Newscasters	80	80	0	0	N/A	0	N/A
Broadcast News Analysts	20	20	0	0	N/A	0	N/A

1995 - Kansas Occupational Outlook
Kansas Department of Human Resources
Larbor Market Information Services
Division of Policy and Management Analysis

OCCUPATIONAL EMPLOYMENT IN KANSAS
JTPA - SDA V
1986 - 1995

	EMPLOYMENT		EMPLOYMENT CHANGE		AVERAGE ANNUAL JOB OPENINGS		
	1986	1995	Number	Percent	Total	Growth	Separations
Public Relations Managers	250	300	40	16.0	10	10	10
Public Relations Specialists	40	40	10	25.0	N/A	N/A	N/A

1995 - Kansas Occupational Outlook
Kansas Department of Human Resources
Larbor Market Information Services
Division of Policy and Management Analysis

OCCUPATIONAL EMPLOYMENT IN KANSAS
ENTIRE STATE
1986 - 1995

	EMPLOYMENT		EMPLOYMENT CHANGE		AVERAGE ANNUAL JOB OPENINGS		
	1986	1995	Number	Percent	Total	Growth	Separations
Reporters and Correspondents	1,050	1,260	210	20.0	60	20	40
Writers and Editors	950	1,130	180	18.9	60	20	40
Radio and Television Announcers and Newscasters	650	690	30	4.6	20	N/A	10
Broadcast News Analysts	90	90	0	0	N/A	0	N/A

1995 - Kansas Occupational Outlook
Kansas Department of Human Resources
Larbor Market Information Services
Division of Policy and Management Analysis

OCCUPATIONAL EMPLOYMENT IN KANSAS
ENTIRE STATE
1986 - 1995

	EMPLOYMENT		EMPLOYMENT CHANGE		AVERAGE ANNUAL JOB OPENINGS		
	1986	1995	Number	Percent	Total	Growth	Separations
Public Relations Managers	3,870	4,640	770	19.9	230	90	140
Public Relations Specialists	410	490	80	19.5	30	10	20

__1995 - Kansas Occupational Outlook__
Kansas Department of Human Resources
Larbor Market Information Services
Division of Policy and Management Analysis

Occupational Projections and Training Data
U.S. Department of Labor
Bureau of Labor Statistics
1986

REPORTERS AND CORRESPONDENTS

Total Employment - 69,000
Projected 1995 Employment - 86,000
Percent Change - 24.2
Annual Separation Rate - N/A
Employment Growth -Average

WRITERS AND EDITORS

Total Employment - 191,000
Projected 1995 Employment - 254,000
Percent Change - 32.8
Annual Separation Rate - N/A
Employment Growth - Faster than average

RADIO AND TELEVISION NEWSCASTERS

Toal Employment - 56,000
Projected 1995 Employment - 65,000
Percent Change - 16.2
Annual Separation Rate - NA
Employment Growth - Average

Occupational Projections and Training Data
U.S. Department of Labor
Bureau of Labor Statistics
1986

PUBLIC RELATIONS SPECIALISTS

Total Employment - 95,000
Projected 1995 Employment - 130,000
Percent change - 36.8
Annual separation rate - 18.2%
Employment Growth - Much faster than average

Occupational Outlook Handbook
1988-89 Edition
U.S. Department of Labor
Bulletin 2300

REPORTERS AND CORRESPONDENTS

Employment

Reporters and correspondents held about 75,000 jobs in 1986. Seven of every ten worked for newspapers. Others worked in radio and television broadcasting and for magazines and wire services.

Training and Qualifications

Most editors prefer college graduates who have a degree in journalism. In 1986, the vast majority of journalism graduates who landed jobs on newspapers, magazines, or with news wire services prepared specifically for news work by majoring in news-editorial journalism. Practical experience, such as part-time work or a summer job for a news organization, has become extremely important in competing for scare reporting jobs. The Dow Jones Newspaper Fund and individual newspapers and magazines as well as many radio and TV news organizations offer summer internships that provide college students with an opportunity to perform a variety of basic reporting or editing duties. In addition, more than 3,000 journalism scholarships, fellowships, and assistantships were awarded to college journalism students.

Job Outlook

Employment of reporters and correspondents is expected to grow about as fast as the average for all occupations through the year 2000. Overall, graduates who have majored in news-editorial journalism, have completed an internship while in school, and have work experience should have the best prospects for reporting jobs. Newspapers and magazines located in small towns and suburban areas are expected to continue to offer the best opportunities for beginning reporters.

Earnings

Annual salaries of radio reporters ranged from about $12,200 to $28,000 in 1986. Television reporters ranged from about $16,500 to more than $53,000. Daily newspaper reporters salaries ranged from about $9,400 to nearly $47,000 a year in 1986. Majority started at between $15,600 and $23,400 a year. Experienced reporters averaged about $31,200 annually in 1986.

Occupational Outlook Handbook
1988-89 Edition
U.S. Department of Labor
Bulletin 2300
WRITERS AND EDITORS

Employment

Writers and editors held about 214,000 jobs in 1986. Nearly 40% of writers and editors work for newspapers, magazines, and book publishers. Substantial numbers also work on journals and newsletters published by business and nonprofit organizations.

Training and Qualifications

A college degree generally is required.

Job Outlook

Employment of writers and editors is expected to increase faster than the average for all occupations through the year 2000.

Earnings

In 1986, beginning salaries for writers and editorial assistants ranged from $18,400 to $29,300 annually. Experienced writers and researchers generally ranged between $20,500 and $36,500 a year. Experienced editors generally earned between $20,900 and $39,000 a year; supervisory editors $28,600 to $42,600 a year; supervisory editors, $28,600 to $42,600 a year. Starting salaries for copy editors on daily papers in towns with a population of less than 20,000 averaged $9,700 in 1986.

Occupational Outlook Handbook
1988-89 Edition
U.S. Department of Labor
Bulletin 2300
RADIO AND TELEVISION NEWSCASTERS

Employment

Radio and television announcers and newscasters held about 61,000 jobs in 1986. Most were staff announcers, but some were freelance.

Training and Qualifications

Entry into this profession is highly competitive. Formal training in college or technical school is valuable. College graduates in this field usually begin as production secretaries, assistants, researchers, or reporters and move into announcing if they show aptitude for "on air" work. A liberal arts education provides an excellent background for an announcer. Because announcers usually are first employed in small radio stations, most secure an FCC restricted radio/telephone operator permit, qualifying them to become involved in routine operation of radio transmitters.

Job Outlook

Employment of announcers is expected to increase about as fast as the average for all occupations through 2000 as new stations are licensed and the number of cable television systems continues to grow. Automated programming may mean that employment of radio announcers may not keep pace with the increase in the number of stations. Competition for beginning jobs will be very keen, but it will be easier to get a job in radio than in television because more radio stations hire beginners. Newscasters who are specialized in such areas as business, consumer, and health news may have an advantage over other job applicants.

Earnings

Average starting salaries of radio announcers ranged from $12,200 to $14,400 in 1986, while that of television announcers ranged from $16,400 to $26,000. Salaries for experienced radio announcers ranged from $15,700 to $17,500, while that of television announcers ranged from $22,500 to $44,200.

NON-VOCATIONAL PROGRAM REVIEW GUIDE

This instrument is intended to be used to direct a comprehensive non-vocational program review. It is intended to be used to document need for the program; strengths and weaknesses of the program; and to assist in the development of a narrative addressing need, strengths, and weaknesses. Each component of each criterion will be evaluated as S (satisfactory), NI (needs improvement), or U (unsatisfactory).

LIST OF CRITERIA

CRITERION 1 Institutional Mission and Goals

[[✓ S] NI U] A. Establish that the program is consonant with the philosophy of the college.

[[✓ S] NI U] B. Establish that the program is consonant with the goals of the college.

CRITERION 2 Advisory Council Involvement

[S [✓ NI] U] A. List the names, addresses, and occupations of all program advisory council members.

[S [✓ NI] U] B. Provide minutes and/or other documentation of program advisory council meetings during which goals, objectives, strengths and weaknesses of the program were discussed.

[S [✓ NI] U] C. Document the program advisory council's recommendations for improving the program, or addressing any deficiency of the program.

CRITERION 3 Labor Market Data

[[✓ S] NI U] A. Cite labor market projections and/or data relating to employability for the major(s) within this program.

CRITERION 4 Comprehensive Needs Assessment

[S [✓ NI] U] A. Develop and administer a needs assessment survey which documents the need for the program at the local, regional, and state level.

[S [✓ NI] U] B. Establish evidence of student interest in the program.

[[✓ S] NI U] C. Establish that the program and the courses within the program are not excessively duplicative of those offered by other community colleges in the state.

CRITERION 5 LEA Needs Assessment

[S [✓ NI] U] A. Survey and document interest in and potential enrollment in the program at service area high schools.

[S [✓ NI] U] B. Document support for and/or perception of need for the program by administrators of LEA's in the service area.

CRITERION 6 Curriculum Analysis

[[✓ S] NI U] A. Document the courses in the program as it currently stands.

[[✓ S] NI U] B. Evaluate the content of the courses in the program in terms of scope, currency, and applicability to Regents' transfer programs.

[[✓ S] NI U] C. Evaluate the textual materials of the courses in terms of scope, currency and applicability to Regents' transfer programs.

[[✓ S] NI U] D. Evaluate the objectives and competencies specified for each course.

[[✓ S] NI U] E. Evaluate the sequence of courses in the program as normally offered.

[[✓ S] NI U] F. Evaluate the extent to which courses in the program have kept up with recent developments in the field especially as they may apply to Regents' transfer programs.

[[✓ S] NI U] G. Recommend course alterations, additions, and/or deletions.

[[✓ S] NI U] H. Ascertain that a current course syllabus is on file in the office of the Dean of Instruction for each course in the program.

[[✓ S] NI U] I. Ascertain that each syllabus for each course contains the following material:
A detailed course outline.
Publication information relative to the proposed textbook.
A complete description of the course and its place in the curriculum.
A detailed list of course learning objectives.
A detailed list of competencies to be attained by students.
A description of the method of instruction to be used.
A description of the method to be used to evaluate student performance.
A list of materials which students will need in order to take the course.
A list of applicable reference materials available to students who enroll in the course.

CRITERION 7 Instructional Analysis

[[✓ S] NI U] A. Document the credentials and qualifications of the instructors in the program.

[[✓ S] NI U] B. Evaluate the teaching effectiveness of the instructors in the program.

[[✓ S] NI U] C. Evaluate the method or type of instruction used by the various instructors in the program.

[[✓ S] NI U] D. Evaluate the method used to determine how effective the instructional process has been in achieving program objectives.

CRITERION 8 Facilities, Equipment and Materials Analysis

[[✓ S] NI U] A. Evaluate the facilities applicable to the program, as they relate to program objectives and competencies.

[S [✓ NI] U] B. Evaluate the equipment applicable to the program, as it relates to program objectives and competencies.

[[✓ S] NI U] C. Evaluate the materials applicable to the program (including library/media center holdings and acquisitions) as they relate to the program objectives and competencies.

[[✓ S] NI U] D. Establish facilities, equipment and materials needs, both short and long term, in the context of program objectives and competencies.

CRITERION 9 Enrollment

[[✓ S] NI U] A. Document the enrollment for each course of the program each year for the last three years.

[S NI U] B. Establish the proper figure for each of the following categories of program enrollment for each of the last three years.

Year	1986-87
Number of students enrolled in the program	93
Student credit hours generated by the program	260
FTE Enrollment of the program	17.26

Year	1987-88
Number of students enrolled in the program	109
Student credit hours generated by the program	293
FTE Enrollment of the program	19.54

Year	1988-89
Number of students enrolled in the program	112
Student credit hours generated by the program	251
FTE Enrollment of the program	16.74

[S [✓ NI] U] C. Provide program enrollment projections for the next three years and explain them.

CRITERION 10 Cost

[S NI U] A. Establish the proper figure for each of the following categories of program cost for each of the last three years.

Year	1986-87		
Salaries	20,211		
Fringe Benefits	2,175		
Equipment purchases	0		
Equipment maintenance and repair	0		
Supplies	0	Printing	5,000
Travel	500	Other	2,600
Total Cost	30,486		

Year	1987-88		
Salaries	30,330		
Fringe Benefits	2,046		
Equipment purchases	120		
Equipment maintenance and repair	0		
Supplies	231	Printing	6,542
Travel	144	Other	535
Total Cost	39,948		

Year	1988-89		
Salaries	31,094		
Fringe Benefits	2,178		
Equipment purchases	0		
Equipment maintenance and repair	220		
Supplies	337	Printing	7,249
Travel	140	Other	348
Total Cost	41,566		

CRITERION 11 Marketing Analysis

[[✓ S] NI U] A. Identify the target market for this program as it currently operates.

[S [✓ NI] U] B. Document the advertising/marketing efforts associated with the program as it currently stands.

[S [✓ NI] U] C. Evaluate the effectiveness of the advertising/marketing efforts associated with the program as it currently stands.

[[✓ S] NI U] D. Recommend alterations in the advertising/marketing efforts associated with the program.

CRITERION 12 Internal Procedures Analysis

[[✓ S] NI U] A. Evaluate advising effectiveness as related to the program.

[[✓ S] NI U] B. Recommend alterations of the advising process as related to the program.

CRITERION 13 Transfer

[S [✓ NI] U] A. Document the percentage of program enrollees who transfer to comparable university programs.

[S [✓ NI] U] B. Evaluate the effectiveness of the program in meeting the needs of transfer enrollees, through follow-up surveys or other similar means.

[[✓ S] NI U] C. Document the extent of program articulation with universities by providing evidence indicating that the courses in the program are transferable to each of the state universities and by providing evidence indicating that the courses in the program satisfy both program and course requirements for comparable programs at the state universities.

CRITERION 14 Placement and Demographics

[S [✓ NI] U] A. Document the number and percentage of program enrollees for the last three years who fall into the following categories.

Year ___________

Number	% of Total	
______	______	Adults returning to school
______	______	Recent high school graduates
______	______	Residents of the service area
______	______	Employed while attending
______	______	Unemployed while attending
______	______	Residing off campus
______	______	Residing on campus
______	______	Majors
______	______	Non-Majors

Year ________

Number	% of Total	
____	____	Adults returning to school
____	____	Recent high school graduates
____	____	Residents of the service area
____	____	Employed while attending
____	____	Unemployed while attending
____	____	Residing off campus
____	____	Residing on campus
____	____	Majors
____	____	Non-Majors

Year ________

Number	% of Total	
____	____	Adults returning to school
____	____	Recent high school graduates
____	____	Residents of the service area
____	____	Employed while attending
____	____	Unemployed while attending
____	____	Residing off campus
____	____	Residing on campus
____	____	Majors
____	____	Non-Majors

CRITERION 15 Survey of Previous Program Enrollees

[S [✓ NI] U] A. Survey former students and document their evaluation of the effectiveness of the program and their perception of its strengths and weaknesses.

CRITERION 16 Admissions Requirements

[[✓ S] NI U] A. List any requirements which limit or restrict admission to the program in some fashion, and justify such restrictions.

CRITERION 17 Outside Accreditation

[[✓ S] NI U] A. List all outside accrediting, licensing or certifying agencies or organizations which approve, review, and/or have in-put in the conduct or standards of the program, and explain the relationship of the program to any such agency listed.

CRITERION 18 Affirmative Action/Sex Equity

[[✓ S] NI U] A. Explain how this program effects the institution's commitment to affirmative action and sex equity.

Non-Vocational Program Review Guide Narrative
Journalism Program - Susan Main 1989

This narrative addresses the needs, strengths, and weaknesses of the journalism program as of May 1989. This initial program review reflects weaknesses of several instructors' programs, and the improvement is ongoing since August 1987. This evaluation is being completed as a result of only two years' teaching at ICC, with no two semesters alike in curriculum and structure. A few things still need adjusting and coordination if all personal and institutional goals are to be met.

The responses are numbered to coincide with the List of Criteria on the Non-Vocational Program Review Guide.

1) The coordination of these criteria with my program's goals and objectives are shown by attached copies of the philosophy and goals of ICC the Goals and Objectives of ICC Student Publications. The need to teach and learn journalism and newswriting also show the program's need in the ICC overall goals.

2) The Publications Advisory Council met three times during the past school year. The minutes of those meetings are attached.

3) My knowledge on the labor market projections on employability is lacking. Through my five-year plan, I have shown the need for more professional journal reading. That will enable me to keep on top of the needs for journalists in the future employment situation.

4) The needs assessment survey is indeed necessary to determine area needs and programs. If it is expanded to include all community college programs, it will help determine program duplication.

5) More information is needed about LEA needs assessment.

6) A. Present courses include: Newswriting 1, Newswriting 11, Introduction to Mass Media, Publications Lab 1, Publications Lab 11, Directed Studies in Publications 1, Directed Studies in Publications 11, Public Relations, Minicomputer: Introduction to Pagemaker; and Minicomputer: Pagemaker 11.

B. Attached syllabi show course content. Regents' tranferability changes each semester.

C. At this time, scope is comparable to Regents' transfer ccourses.

D. Attached Newswriting 1 and 11 objectives reflect their scope.

E. The sequence of courses is logical and flexible.

F. Changes reflect developments in the field, particularly Pagemaker and Newswriting courses.

G. Additions and deletions have been made each semester as needed.

H. Course syllabi are on file.

I. The course syllabi are complete for some courses and incomplete for others. As each set is taught and rewritten, those will be made available to the Dean of Instruction.

7) Credentials and evaluations are on file in the Dean of Instruction's office.

8) The facitilities, equipment, and materials are evaluated constantly. When needs are uncovered, they are dealt with as efficiently and inexpensively as possible for the best benefit to students and the program. For long and short term needs, refer to the attached five-year plan for journalism. For most needs in this ever-changing field, it would be impossible and foolish to predict specific needs beyond that time.

9) The facts and figures are not available for a three-year analysis. For the present and future, more information on program definition is necessary to count FTE and students.

10) This chart will not translate into my program figures because of the income of advertising and sales that won't be reflected by any numbering or formula used for program value by the present administration. The facts and figures are not available for a three-year analysis. For the present and future, more information on program income and expenditures is necessary to accurately detail financial accounts. The only budget information available to me at this time is the activity account used for advertising income.

11) Refer to the attached five-year plan for recruiting efforts and plans.

12) Refer to the attached five-year plan for advising efforts and plans.

13) To determine transferability and success of program majors who have left ICC, I have used personal conferences and similar means.

Surveys and documentation is available through Kansas journalism adviser organizations.

14) The facts and figures are not available for a three-year analysis. For the present and future, more information on program definition is necessary to count majors and non-majors.

15) Refer to the attached five-year plan for plans for surveying students.

16) No requirements limit or restrict admission to the program.

17) No outside agencies are involved in program standards.

18) All syllabi and information meet sex equity standards.

Occupational Outlook Handbook
1988-89 Edition
U.S. Department of Labor
Bulletin 2300
PUBLIC RELATIONS SPECIALISTS

Employment

Public relations workers held about 87,000 jobs in 1986. Greatest employment of such specialists occurs in manufacturing firms; public utilities; transportation companies; insurance companies; trade and professional associations; government agencies; and educational, religious, and human service organizations. The most recent expansion of employment has occurred in health related organizations. Public relations positions have traditionally been concentrated in large cities where press services and other communications facilities are readily available. There is a trend, however, for public relations jobs to be dispersed throughout the nation, including smaller towns.

Training and Qualifications

A college education is a virtual requirement for employment in this field. Most public relations specialists have a college major in journalism, communications, or public relations. Some employers prefer training in a field related to the firms business. Many firms seek college graduates who have worked in electronic or print journalism. Public relations workers spend much time gathering information. Creativity, initiative, and the ability to express thoughts clearly and simply are important. People who choose this career need to have an out-going personality, self-confidence, and understanding of human psychology, and the ability to motivate people. The ability to be competitive and yet function as part of a team are important qualifications.

Job Outlook

Employment of public relations workers is expected to increase much faster than the average for all occupations through the year 2000. Opportunities should be good for applicants with sound academic preparation and some media experience.

Earnings

Average earnings for public relations specialists who were not self-employed were $26,900. The median annual salary of top level public relations workers is $42,000. The median top-level salary in nonprofit organizations is $31,700. The median top-level salary in consumer product companies is $59,100. Starting salary in federal government agencies is about $18,400 with a bachelor's degree. Those starting with a master's degree earn $22,500. The average salary for federal government public information specialists is $32,600.

APPENDIX IV

Criterion IV

- C. Spring Semester 1989 Recruitment Schedule
- C. Common Course Offerings in Journalism Among Kansas Community Colleges
- C. Allen County Community College - Curriculum Guide and Course Descriptions - Journalism
- C. Butler County Community College - Course Descriptions - Journalism
- C. Cloud County Community College - Curriculum Guide and Course Descriptions - Journalism
- C. Colby County Community College - Curriculum Guide and Course Descriptions - Journalism
- C. Coffeyville Community College - Course Descriptions - Journalism
- C. Highland Community College - Curriculum Guide and Course Descriptions - Journalism
- C. Hutchinson Community College - Curriculum Guide and Course Descriptions- Journalism
- C. Labette Community College - Curriculum Guide and Course Descriptions - Journalism
- C. Pratt Community College - Course Descriptions - Journalism
- C. Seward County Community College - Curriculum Guide and Course Descriptions - Journalism

APR 25 1989

Independence Community College

MEMORANDUM

TO: All Faculty

FROM: Paula Hastings Paula

DATE: April 24, 1989

David Winford and I will be going to the following schools to enroll high school students for the Fall 89 semester:

Monday, May 1

9:00 a.m. - West Elk (Howard)
10:30 a.m. - Elk Valley (Longton)
1:00 p.m. - Altoona-Midway

Tuesday, May 2

8:30 a.m. - Bible College
1:30 p.m. - Cherryvale

Wednesday, May 3

8:00 a.m. - Sedan
9:45 a.m. - Caney
1:30 p.m. - L.C.H.S. (Altamont)

Thursday, May 4

9:00 a.m. - Fredonia
1:00 p.m. - Neodesha

Friday, May 5

9:00 a.m. - Independence High School
Seminar Room

We would be delighted to have anyone of you go to these schools and help us enroll students. Needless to say, the day spent at Independence High School will be a busy one, so we could use help.

Just give me a call if you would like to go with us. Thank you very much.

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PH:jb

cc: Dr. JoAnn McDowell

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

COMMON COURSE OFFERINGS IN JOURNALISM AMONG KANSAS COMMUNITY COLLEGES

	Allen County Community College	Butler County Community College	Cloud County Community College	Coffeyville Community College	Colby Community College	Highland Community College	Hutchinson Community College	Independence Community College	Labette Community College	Pratt Community College	Seward County Community College
Advanced Continuity Writing					✓						
Advanced Production					✓						
Advanced TV Continuity					✓						
Advanced TV Production					✓						
Advanced Video Production				✓				✓			
ARRL FCC Novice LP I								✓			
ARRL FCC Novice LP II								✓			
Beginning Television Production							✓				
Broadcast Announcing/Performance							✓				
Broadcast Sales and Management				✓	✓						
Cable-Cast Studio Operations I & II					✓						
Cable Television								✓			
Directed Study in TV or Internship				✓	✓						
Editing	✓	✓			✓					✓	
Electronic News & Field Production I					✓			✓			
Electronic News & Field Production II					✓			✓			
Film Editing								✓			
Fundamentals of Video Production				✓							
Instructional and Community Television Production								✓			
Internship or Field Study		✓	✓								
Introduction to Advertising									✓		
Introduction to Broadcasting		✓	✓				✓	✓		✓	
Introduction to Continuity Writing					✓						
Introduction to Production					✓						
Introduction to Radio & Cable TV										✓	
Introduction to Radio & TV										✓	
Introduction to TV Continuity				✓	✓			✓			
Newsletter Production											✓
Newswriting I								✓			✓
Newswrtiing II								✓			✓
Operation of Campus Station										✓	
Photography		✓					✓			✓	
Practicum or Publications Lab I	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Practicum or Publications Lab II	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Practicum or Publications Lab III	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Practicum of Publications Lab IV	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Programming of Cable TV										✓	
Public Relations								✓			
Radio Campus Practice I - IV					✓						
Radio Lab							✓				
Radio News and Special Events							✓				
Radio Production			✓				✓	✓			
Radio Production II, III, IV			✓								
Radio and TV Announcing I & II					✓						
Radio-TV/Cooperative Ed I & II					✓						
Radio & TV Writing/Production				✓			✓				
Radio Workshop								✓			
Reporting I and or II	✓	✓	✓		✓		✓		✓		
Reporting and Editing				✓							
Studio Operations I & II					✓						
Survey of or Introduction/Journalism	✓		✓	✓		✓					
Survey or Introduction/Mass Media		✓			✓		✓	✓	✓	✓	✓
TV Productions/Practices				✓	✓						
TV Techniques I & II					✓						

PRINTING TECHNOLOGY
(Associate of Arts Degree)
FRESHMAN

FALL		SPRING	
English Composition I	3 hrs.	English Composition II	3 hrs.
College Algebra	3 hrs.	Speech	3 hrs.
Social/Behavioral Science Elective	3 hrs.	Social/Behavioral Science Elective	3 hrs.
Literature Elective	3 hrs.	History Elective	3 hrs.
Accounting I	3 hrs.	Science Elective	3-5 hrs.

SOPHOMORE

FALL		SPRING	
BASIC Programming	3 hrs.	Safety Management	3 hrs.
General Education Electives	11 hrs.	Introduction to Business	3 hrs.
Art Elective	3 hrs.	Introduction to Quality Control	3 hrs.
		General Electricity	3 hrs.
		Art Elective	3 hrs.

JOURNALISM
(Associate of Arts Degree)
FRESHMAN

FALL		SPRING	
Intro. to Journalism	3 hrs.	Reporting	3 hrs.
English Composition I	3 hrs.	English Composition II	3 hrs.
Speech	3 hrs.	Mathematics Elective	3 hrs.
Accounting I	3 hrs.	History Elective	3 hrs.
Science Elective	3-5 hrs.	Humanities/Fine Arts Elective	3 hrs.

SOPHOMORE

FALL		SPRING	
Editing	3 hrs.	Economics I	3 hrs.
Creative Writing	3 hrs.	Salesmanship	3 hrs.
Social/Behavioral Science Elective	3 hrs.	News Practicum	3 hrs.
State and Local Government	3 hrs.	Introduction to Literature	3 hrs.
Photography	3 hrs.	Photography II	3 hrs.
Elective	2-4 hrs.		

*Journalists should try to take 6-10 hours of Foreign Language.

LIBRARY SCIENCE
(Certificate of Achievement)

Cataloging and Classification of Library Materials	3 hrs.
Introduction to Reference Sources	3 hrs.
Selection of Library Materials	3 hrs.
Library Organization and Management	3 hrs.
Repair and Preservation of Library Materials	2 hrs.
Computer Elective	3 hrs.

The purpose of this program is to train library technicians for responsible positions in small to medium sized public libraries and in school libraries. Upon sucessful completion of the program, the student should have gained entry-level competency for positions in the areas of technical processing and public services in libraries.

COL 231 ENGLISH LITERATURE II 3 hours

Surveys English literature from the romantic movement through the present day. 3.0801

COL 237 CHILDREN'S LITERATURE 3 hours

Helps the elementary teacher become more familiar with literature for elementary school students. Special attention is given to presenting a guide for selecting and evaluating books for the child, for presenting creative techniques, for explaining literature, for making students aware of the various awards given to authors and/or illustrators in the field of writing for children. 23.9999

COL 240 THE BIBLE AS LITERATURE 3 hours

Helps students recognize the Bible (Hebrew Scriptures, Apocrypha, New Testament) as a collection of literature which reflects the history, thinking, and development of the Hebrew people. The course identifies the various types of literature found therein; to become acquainted with various translations; to recognize frequent allusions in literature and other works of art; to become aware of the influence of the whole Bible on our culture. 23.9999

COL 132 POETRY 3 hours

Develops a basis for the interpretation, evaluation, and appreciation of poetry, short story, essay, and novel. 23.0301

COL 135 FICTION 3 hours

Develops a basis for the interpretation. evaluation, and appreciation of fiction, particularly the novel and short story. 23.0301

COL 100 LITERARY STUDY TOUR 1 - 4 hours

One to four week educational tour. Tour experience includes a perceptive analysis of the relationship of writers and their works to their homeland. Emphasis is placed upon the cultural, historical, and literary relationship of personalities and places to the student's studies. Credit requirements: Student must write a paper upon return from the tour. This course is offered summers and/or between semesters. 36.0109

COL 151 INTRODUCTION TO JOURNALISM 3 hours

Introduces the function of the newspaper as an institution and a survey of mass media in modern society. 09.0401

COL 152 REPORTING 3 hours

Examines the fundamental principles of gathering and writing news with accuracy and style. The course includes study of the significance and responsibilities of the newspaper as an institution. Students receive extensive practice in writing for the student newspaper. Prerequisite: Introduction to Journalism COL 151, or consent of instructor. 09.0401

COL 163 EDITING 3 hours

(Laboratory by appointment). Includes practice in layout, design, copywriting and editing either a student newspaper, a yearbook, or both. Prerequisite: Introduction to Journalism COL 151, Reporting COL 152 or consent of instructor 09.0401

COL 164 NEWS PRACTICUM 3 hours

(Laboratory by appointment). Editing Publications COL 163 is a prerequisite for this course. 09.0401

FOREIGN LANGUAGE CLUSTER

FLA 101 ELEMENTARY SPANISH I 3 hours

Develops fundamental skills in pronunciation and comprehension of practical phrases with minimum essentials for grammar. The course develops basic skill in reading simple Spanish prose and an appreciation of Latin American life and culture. 16.0905

FLA 102 ELEMENTARY SPANISH II 3 hours

Continues Elementary Spanish I with objectives extended to include extensive reading and writing. 16.0905

SPEECH AND DRAMA CLUSTER

SPD 101 SPEECH 3 hours

Provides instruction in delivery, evaluation and listening. Techniques of effective speaking and types of speeches useful in community life are studied 23.1001

SPD 111 INTERPERSONAL COMMUNICATION 3 hours

Encompasses the study of interpersonal variables in order to develop an awareness of the elements of interpersonal communication and establish more effective and satisfying interpersonal relationships with people through participation in group dynamics. Prerequisite: Speech SPD 101 or consent of instructor. 35.0101

SPD 121 ORAL INTERPRETATIONS 3 hours

Includes the study of connotative and denotive meanings of printed literature The course includes the analysis and performance of poetry, prose, fiction and drama. 50.0501

SPD 222 INTRODUCTION TO THEATER 3 hours

Includes a study of theatre history, directing, acting, costuming, make-up, theater architecture, theater crafts, and dramatic criticism. Outside crew work is required. Prerequisite: consent of instructor. 50.0501

IE 200 Wood Technology. 3 hours credit. Prerequisite: None. The study of conservation, tree growth, harvesting of trees, air pollution and the wood industries, water pollution and the wood industries, and problems in environmental controls.

IE 208 Cabinetmaking I. 3 hours credit. Prerequisite: None. A study of basic designs and arrangements of kitchen cabinets. The many parts and components which make up a set of cabinets will be studied, as well as constructed in this course.

IE 209 Cabinetmaking II. 3 hours credit. Prerequisite: Cabinetmaking I or departmental approval. An in-depth study of kitchen and bathroom cabinet layout. Knowledge will be applied in actual construction of a set of cabinets.

IE 210 Cabinetmaking III. 3 hours credit. Prerequisite: Cabinetmaking II. Cabinetmaking for the complete house; kitchen, bath, utility, garage and storage. Experience will be gained in actual construction and installation of a set of cabinets.

JOURNALISM

Statement of Purpose

Courses in this department should enable the student to fulfill requirements for entering a university journalism program, to prepare news items of quality and interest for local publication, to qualify for employment in publishing enterprises, to make, finish, evaluate, and arrange photographic copy, and to participate satisfactorily in the editing and publishing of the college publications.

JN 100 Fundamentals of Photography I. 3 hours credit. Prerequisite: Departmental consent. Survey of photography as an art and science. Experience in taking, developing, and printing pictures. A basic course recommended for all journalism majors, but open to non-majors. Darkroom laboratory work included.

JN 101 Fundamentals of Photography II. 3 hours credit. Prerequisite: JN 100. A continuation of JN 100 with special emphasis upon color photography.

JN 120 Introduction to Broadcasting. 3 hours credit. Prerequisite: None. This introductory course involves the history of broadcasting and the development of radio techniques. The principles and theory of programming, the organizational structure of the radio station, governmental procedures, and regulations of the radio industry, the role of advertising, engineering and licensing of stations, network systems of the industry will be part of the course. Students will be involved in programming, preparing, and directing various tapes with an emphasis on the elements of speaking skills.

JN 161 Introduction to Mass Communications. 3 hours credit. Prerequisite: None. This course offers history, roles and responsibilities of newspapers, magazines, radio, television, books, and movies — the mass media.

JN 162 Reporting I. 3 hours credit. Prerequisite: JN 161. Application of students' writing skills in the production of the college newspaper. Three hours of lecture and three hours of laboratory.

JN 180 Introduction to Yearbook Production. 2 hours credit. Prerequisite: None. A course in the fall semester involving the principles of yearbook production including layout design, composition, preparation of copy, and the preparation of master pages. Practical application of the principles learned in preparation of The Grizzly. Four hours of laboratory and lecture.

JN 181 Yearbook Planning and Production. 2 hours credit. Prerequisite: JN 180 or consent of instructor. A continuation of JN 180 in which the actual planning and production of the yearbook and summer supplement for the current year is the primary responsibility. Four hours laboratory in the spring semester.

JN 230 Journalism Field Study. 3-6 hours credit. Prerequisite: Consent of instructor. Journalism Field Study enables students to gain practical experience, beginning or additional, in print or electronic journalism outside the campus laboratory experience. Enrollment is by appointment. The students work with a qualified employer or supervisor, and the work must be performed in one or more of the following areas: News, Photojournalism, Advertising or Public Relations. Students and the instructors schedule a series of appointments during the semester, and the instructors and the employers schedule at least two conferences for evaluation of student work.

JN 261 Reporting II. 3 hours credit. Prerequisite: JN 162. Continued development of students' skills in production of the college newspaper. Three hours of lecture and three hours of laboratory.

JN 282 News Editing. 3 hours credit. Prerequisite: JN 261. Introduction of the skills needed by an editor. Three hours of lecture and three hours of laboratory.

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JOURNALISM

Freshman

1st Semester	Hrs.	2nd Semester	Hrs.
Intro. to Journ.	3	Reporting I	3
Eng. Comp. I	3	Eng. Comp. II	3
Biology	4-5	Amer. Gov.	3
Phys. Ed. Elect.	1	Newspaper Lab/Production	1-2
Photography	1	Phys. Ed. Elect.	1
College Orientation	1	Electives	4
Electives	2	Total	16-17
Newspaper Production	2		
Total	17-18		

Sophomore

1st Semester	Hrs.	2nd Semester	Hrs.
Speech	3	Newspaper Lab/Production	1-2
Gen. Psych.	3	Amer. Lit.	3
Newspaper Lab/Production	1-2	Soc. Sci. Elect.	3
Intro. to Lit.	3	Photography II	3
Electives	7	Electives	6-8
Total	17-18	Total	16-19

SPEECH

Freshman

1st Semester	Hrs.	2nd Semester	Hrs.
Speech	3	Humanities Elective	3
Eng. Comp. I	3	Eng. Comp. II	3
Gen. Psych.	3	Amer. Gov./History	3
Phys. Ed. Elect.	1	Phys. Ed. Elect.	1
College Orientation	1	Sci. Elect.	5
Electives	6	Total	15
Total	17		

Sophomore

1st Semester	Hrs.	2nd Semester	Hrs.
Intro. to Lit.	3	Soc. Sci. Elect.	3
Soc. Sci. Elect.	3	Humanities Elect.	3
Sci. Elect.	3-5	Electives	7
Electives	6	Amer. Lit.	3
Total	15-17	Total	16

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JOURNALISM

JN 100 INTRODUCTION TO JOURNALISM 3

Is a study of the various skills and career possibilities in print journalism. Students learn news style, advertising techniques and graphics while also exploring careers in print journalism, public relations and marketing via speakers and tours of area businesses. *Fall semester.*

JN 102 NEWSPAPER PRODUCTION 2

Is a continuation of study of newspaper production through work on the Thunor. Students handle all editorial aspects of the publication from writing and layout to advertising. Prerequisite: Introduction to Journalism, high school journalism, or consent. *Both semesters.*

JN 103 NEWSPAPER LABORATORY 1

Offers an opportunity for students to do free-lance writing, photography, or advertising for the college publication. Prerequisite: Journalism I or consent. *Both semesters.*

JN 104 REPORTING I 3

Provides an opportunity to learn methods of newsgathering and techniques of writing for a newspaper. Includes study of leads, news and interview stories, features, and professional problems.

JN 220 COOPERATIVE EDUCATION INTERNSHIP 1-6

Provides an opportunity for students to alternate periods of study with periods of off-campus employment. Employment is obtained in a field related to the student's academic program in which the employer and the college work together to provide a superior education for the student.

Students make application with the Cooperative Education Office.

Students will work directly with the faculty coordinator in each academic area.

MATHEMATICS

MA 100 BASIC APPLIED MATHEMATICS 1

Is available in the Learning Skills Center for the student who wants to learn the following principles: addition, subtraction, multiplication, and division of common fractions; linear and circular measurement; volume and area measurement; ratios, percents, averages, and estimates.

MA 101 INTRODUCTORY MATHEMATICS 3

To provide comprehensive coverage of basic computational skills and their applications. This will include whole numbers, fractions, decimals, ratio and proportions, percents, statistics, practical finance, measurement, as well as a few basic topics of plane geometry and elementary algebra. *Fall Semester.*

MA 102 METRICS 1-2

Is a basic introduction to the metric system.

1-3 Hours

student with the opportunity
as outlets for human expres-
: fine arts, literature, drama,
anists are greatly interested
hose aspects of the physical
he qualities of human life.

1-3 Hours

in Humanities I including a
xhibits and textual readings.

1-3 Hours

in the previous Humanities
rations, exhibits and textual

1-3 Hours

in the previous Humanities
:rations, exhibits and textual

3 Hours

philosophy as presented in

3 Hours

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own informed conclusions.

JOURNALISM

Two-Year Transfer Program Suggested Curriculum

Required Courses	Suggested Courses
Survey of Journalism	Computer Programming
Reporting and Editing	Typewriting
Journalism Practice I-IV	Photography
	Fundamentals of Business
	Economics
	Business Law
	American Social Problems
	Interpersonal & Group Communications
	Comparative Political Systems

JOURNALISM

101 Survey of Journalism *3 Hours*

The course is a study of the development of journalism, principal personalities in American journalism and their contributions and media's role in today's society.

103 Reporting and Editing *3 Hours*

Prerequisite: Survey of Journalism or high school journalism and permission of the instructor.
This is the practice of recognizing, gathering, writing and processing of news for all the mass media. Layout and makeup of publications, sizing of photographs and libel and slander are also covered.

104 Journalism Practice *1 Hour*

Journalism practice credits are awarded for a minimum of two hours of work each week on production of the college newspaper, magazine and radio news broadcasts. May be taken for credit four times.

108 Radio & Television Writing & Production *2 Hours*

This is a seminar in which materials from the audio and video mass media are discussed, with practice in writing news casts and commercial messages.

Career Opportunities

The broadcast industry is looking for well trained people who are eager and qualified to enter the video medium. The television program at Colby Community College continually produces those broadcasters through a hands-on, one to one approach to education.

The television program at Colby Community College is designed for entry into the industry upon graduation. Working with the three major local network affiliates provides students with valuable connections to further their careers. Should a student wish to transfer to a four-year institution upon graduation, they may do so at various institutions throughout the state. Obtaining an articulation agreement at the onset of the program will assure the transferability of the courses.

Associate in Arts: Journalism

Students interested in news gathering, for television or for print, should plan to transfer to a four-year institution. This program is designed for those interested in print journalism (newspapers and magazines).

Suggested Program of Study

Freshman

Fall	**Hrs.**	**Spring**	**Hrs.**
College Info. & Adjustment	1	Behavioral Science Elective	3
Introduction to Mass Communication	3	Advertising	3
News Writing I	3	Math/Science Elective	5
Newspaper or Yearbook	1	Newspaper or Yearbook	1
English Composition I	3	Principles of Economics I	3
American Government	3	TOTAL	15
Beginning Photography	3		
P.E.–Life Style Course	1		
TOTAL	18		

Sophomore

Fall	**Hrs.**	**Spring**	**Hrs.**
English Comp. II	3	Math/Science Elective	3
State & Local Government	3	Written/Oral Elective	3
Newspaper or Yearbook	1	Humanities Elective	3
Behavioral Science Elective	3	Newspaper or Yearbook	3
Humanities Elective	3	Newspaper Practicum	3
Computer Science Elective	2		
P.E.–Skill Course	1	TOTAL	15
TOTAL	16		

Elective courses will be determined by the student in cooperation with the advisor and the transfer institution.

Course Descriptions

JO 101,102,201,202 Yearbook Production I,II,III,IV (1 Cr. Hr. Each)
(May be taken four semesters.) Prerequisite, permission of the instructor. Course work includes the fundamentals of yearbook production. Work on the Troia yearbook is required.

JO 103,104,203,204 Newspaper Production I,II,III,IV (1 Cr. Hr. Each)
(May be taken four semesters.) Prerequisite, permission of the instructor. Course work includes the fundamentals of newspaper production. Work on the Trojan Express is required.

JO 115 Survey of Mass Communications (3 Cr. Hr.)
Survey of history and development of print and broadcast media. Includes current practices and future development possibilities.

JO 123 Reporting News I (3 Cr. Hr.)
Introduction to newsgathering skills and writing techniques, for print and broadcast media. Students will cover assigned stories and report for Trojan Express, KTCC-FM and KTCC-TV.

JO 140 News Editing (3 Cr. Hr.)
Prerequisite: JO 123. This course covers methods of changing news stories initiated from other sources such as press releases, printed matter and interviews. Students will also be involved in editing staff copy and working with other reporters to improve stories. Techniques to update, localize and emphasize appropriate news information are covered.

JO 166 Newspaper Practicum (1-4 Cr. Hr.)
Students work with a daily or weekly newspaper staff in Northwest Kansas during the spring semester of their sophomore year.

Career Opportunities

Colby Community College journalism students can work in all areas of newspaper production. Exposure to these areas provides terrific experience for the newspaper and print industries.

Associate in Arts: Graphic Arts

This course of study is a 2+2 transfer program for students wishing to earn a Bachelor of Science degree in **Printing Management, Printing Technology, or Commercial Graphics.** You will also be awarded an Associate in Arts degree after completion of the program, and may want to enter the work force after two years.

Classes will vary according to the students area of interest.

Suggested Program of Study

Freshman

Fall	**Hrs.**	**Spring**	**Hrs.**
Intro. to Graphic Arts	3	Intro. to Lithography	3
English Comp. Elective	3	English Comp. Elective	3
College Algebra	3	Principles of Economics I	3
Process Camera Fundamentals	3	Biology or Chemistry	5
		Intro. to Sociology	3
Principles of Accounting I	3		
P.E.–Life Style Course	1	TOTAL	17
College Info. & Adjustment	1		
TOTAL	17		

Sophomore

Fall	**Hrs.**	**Spring**	**Hrs.**
Offset Press I	3	Intro. to Computer Science	3
Graphic Arts Layout & Design	3	Printing Production	3
Math or Science Elective	3	General Psychology	3
Art Elective	3	Intro. to Literature	3
Speech I	3	History Elective	3
P.E.–Skill Course	1	Offset Press II	2
TOTAL	16	TOTAL	17

Elective courses will be determined by the student in cooperation with the advisor and the transfer institution.

Career Opportunities

In this time of high unemployment and jobs being hard to find, positions in the printing industry seem to still be in demand. There are shops that seek entry level people and college graduates to fill positions in their shops and plants.

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(**Inhalation Therapy** - *continued from page 103*)

FIRST SEMESTER	HOURS
College English I	3
General Chemistry I	5
Anatomy	4
Physics I	5
	17

SECOND SEMESTER	HOURS
Microbiology	5
Physiology	4
Humanities or Social Sci.-Elect.	3
Oral Communication	3
	15

SUMMER SESSION	HOURS
General Psychology	3
Social Sci. or Humanities Elect.	3
	6

HIGHLAND COMMUNITY COLLEGE

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JOURNALISM

The following suggested two-year program should satisfy many of the general requirements of four-year colleges and universities. Students should indicate to their advisor the college to which they intend to transfer since specific requirements differ somewhat with each institution. Most schools, however, desire a broad background in English and the social sciences.

FRESHMAN

FIRST SEMESTER	HOURS
College English I	3
Physical Science	5
Oral Communication	3
Journalism Courses	3
Economics I	3
	17

SECOND SEMESTER	HOURS
College English II	3
Journalism Courses	3
U.S. Government	3
General Psychology	3
College Biology	5
	17

(**Journalism** - *continued from page 104*)

SOPHOMORE

THIRD SEMESTER	HOURS
Literature Elective	3
Modern Language	3
Journalism Prod.	1
Intro. to Yearbook Prod.	2
*Elective	6
	15

FOURTH SEMESTER	HOURS
Literature Elective	3
Modern Language	3
Yearbook Prod. & Planning	2
*Elective	3
General Sociology I	3
	14

*Electives: Photography, U.S. History or History of Western Civilization.

LAW or POLITICAL SCIENCE

In recent years the legal progression has moved away from the practice of recommending specific courses that should be taken in an under-graduate program leading to entrance into law school.

The Association of American Law Schools suggests that if a pre-law student is interested in corporate law a good undergraduate major would be business administration. However, if the student's interest is in the field of private practice and perhaps a political career, then a major in history and political science with an accounting elective is suggested.

This curriculum is recommended for students who plan a major in Political Science or Pre-Law.

JOURNALISM

J 101: Journalism I **3 Hours**

This course is designed to help the student develop a terse, interesting manner of writing news stories and articles for publication. It will also include practice in proofreading, editing, and lay-out of articles for the school newspaper. The student should be able to type.

J 103: Introduction to Yearbook Production **2 Hours**

This class is designed to cover the basics of yearbook production including layout design, type fitting, picture cropping, and page design.

J 104: Yearbook Production and Planning **2 Hours**

A continuation of Introduction to Yearbook Production. This course makes application of the principles of yearbook production to the current *TRAILBLAZER*. This is a production rather than lecture class.

J 198: Journalism Practice **1 Hour**

Designed for journalism majors and minors of English majors interested in obtaining hours in journalism. This course's objectives are intended for students who already have a working knowledge of the techniques of news gathering and writing straight news stories. More advanced forms of writing will be emphasized such as investigative stories, feature stories, bylined columns, etc. Aspects of working on a community-oriented paper will also be covered. Reporting of local governmental meetings and issues, court proceedings, speeches and other areas of journalism not strictly applicable to campus newspaper will be studied. Students will learn the principles of radio-tv newswriting and will be preparing and recording spots for local radio stations.

J 199: Directed Studies in Journalism/Yearbook **1 Hour**

Prerequisite: Introduction to Yearbook and Yearbook Production & Planning. This course is designed for students who have had both Introduction to Yearbook and Yearbook Production and Planning. It will be reserved for students who need or want more journalism hours. They will be editors or assistant editors and will be required to actually plan the ladder and fill in wherever other yearbook people need help.

J 199: Directed Studies in Journalism/Newspaper **1 Hour**

Prerequisite: Journalism I and II. This course is designed for students who have had both Journalism I and II. It will be reserved for students who want or need more journalism hours: they will be editors or assistant editors and have more responsibility than Journalism I or II students. They will be required to plan editions, cover news on and off campus and fill in wherever needed to help Journalism I and II students.

J 202: Journalism II **3 Hours**

Prerequisite: Journalism I. This class is a continuation of Journalism I. It will include more responsibility; the individual will actually be a page editor making final editing and layout decisions.

J 299: Directed Studies in Journalism **1-3 Hours**

Students will work independently in planning and writing investigative and feature stories both for college newspaper and off-campus courses. Students will learn how to report such things as local governmental meetings, issues, speeches, etc.

DEPARTMENT II — LANGUAGE, LITERATURE, AND COMMUNICATION

Programs:

- Broadcasting
- English
- Journalism
- Library Science
- Modern Language
- Speech

CURRICULUM

BROADCASTING

This curriculum provides a student with background and training for entering the field after two years or transferring to a four-year college or university for further study.

Freshman

First Semester	Hours
English Composition I	3
Principles of Speech	3
Introduction to Broadcasting	3
Physical Science	5
Physical education	1
Radio Laboratory	1
Freshman Orientation	1
	17

Second Semester	Hours
English Composition II	3
Biological science	4
Radio and TV Writing	3
Radio Production	3
Physical education	1
Radio Laboratory	1
Elective	1
	16

Sophomore

First Semester	Hours
Broadcast Announcing and Performance	3
News and Special Events	3
Introduction to Music Appreciation	3
State and Local Government	3
College Algebra	3
Radio Laboratory	1
	16

Second Semester	Hours
Beginning TV Production	3
American Government	3
General Psychology	3
Radio Laboratory	1
Electives	3
Social science	3
	16

JOURNALISM

The suggested program should satisfy many of the general requirements of four-year colleges and universities. The student should indicate to his/her adviser the college to which he/she will transfer, since specific requirements differ with each institution. Most schools desire a broad background in English and the social sciences.*

Freshman

First Semester	Hours
English Composition I	3
**Journalism courses	3-4
#Physical Science, biological science or chemistry	3-5
College Algebra	3
Freshman Orientation	1
	13-16

Second Semester	Hours
English Composition II	3
**Journalism courses	3
#Physical Science, biological science or chemistry	3-6
Principles of Speech	3
Social science elective	3
Physical education	1
	16-19

Sophomore

First Semester	Hours
**Journalism courses	3-5
Literature	3
General Psychology	3
Social science course	3
Elective	3
Physical education	1
	16-18

Second Semester	Hours
**Journalism courses	3-5
Literature	3
Social science course	3
Elective	3
Art, music, or modern language	3
	15-17

#One course must be a laboratory course.

*A journalist needs a broad background in general knowledge, a field of specialization, and training in journalism skills. He/she should elect courses to help complete his/her education in these three areas.

**Photography Option:
Basic Photography, 3 hours; Advanced Photography, 2 hours, Staff Photography, 1-4 hours, other journalism courses, 3 hours.

**Teaching Option:
Introduction to Mass Communication, 3 hours; Reporting I, 3 hours; Basic Photography, 3 hours; Newspaper Production, 6 hours, or Yearbook Production, 4 hours.

**Reporting and Editing Option:
Reporting I, 3 hours; Newspaper Production I and II, 6 hours, other journalism, 3 hours.

SPEECH

Freshman

First Semester	Hours
English Composition I	3
Principles of Speech	3
Mathematics course	3
Biology course	4
Social science course	3
Freshman Orientation	1
	17

Second Semester	Hours
English Composition II	3
General Psychology	3
Physical science course	5
Social science course	3
Advanced Speech	2-3
Physical education	1
	17-18

Sophomore

First Semester	Hours
Literature	3
Music Appreciation	3
**Human Anatomy and Physiology	6
*Electives	5-6
	17-18

Second Semester	Hours
Introduction to Art	3
Electives	6
Art elective	3
Social science or philosophy course	3
	15

*Electives should include an introductory radio course.
**Recommended, but could be taken later.

COURSE DESCRIPTIONS

COMMUNICATION

Communication courses serve diverse purposes, meeting the needs of students who are interested in: (1) a university—parallel program, (2) a general education program, (3) a two-year career program, or (4) continuing education requirements.

BROADCASTING

JR 106 Introduction to Broadcasting **3 Hours Credit**
Planned learning activities to acquaint the student with the equipment used in broadcasting, regulations governing broadcasting, and the historical and theoretical background of the radio industry.

JR 107 Radio Laboratory **1 Hour Credit**
The student will perform assignments on KCCH, the student carrier-current station, to gain experience in station operations. The course may be repeated for a maximum of four credit hours. Students reaching a specified level of experience and proficiency in the areas of news, board operations, and audio production can qualify for mini-internships with KHCC-FM professional personnel.

JR 108 Radio News and Special Events **3 Hours Credit**
Historical development of broadcast journalism; current professional practices in radio news writing, editing and program building; newsroom organization; special events coverage; public affairs reporting by documentary; news analysis, commentary, discussion, and press conference techniques.

JR 109 Radio Production **3 Hours Credit**
Historical review of radio operation up to the present time. Provides learning experiences in production and operation practices and shows relation of production and operation formats to demands of commercial, legal, and esthetic requirements.

JR 110 Broadcast Announcing and Performance **3 Hours Credit**
Study of basic radio equipment used by the announcer; background of speech, personality, character, and temperament of broadcast speech communication; and problems the radio and television announcer-performer encounters.

JR 111 Radio and TV Writing **3 Hours Credit**
Skill and specific experiences in planning and writing basic types of continuity for radio and television; understanding of the writer's role in broadcasting; and acquaintance with the regulations and requirements under which a broadcast writer must perform.

JR 112 Beginning Television Production **3 Hours Credit**
Function of television production equipment and facilities; cameras, microphones, switches, special effects machines, audio boards, tape recorders, lighting equipment. Basic principles, procedures, and techniques of television production are emphasized.

JOURNALISM

JL 101 Introduction to Mass Communications **3 Hours Credit**
Introduction to various mass media (for example newspapers, television, motion pictures), their roles in society, and their interrelationship.

JL 102 Reporting I **3 Hours Credit**
Introduction to reporting techniques with emphasis on the basic principles of journalistic writing. A history of journalism and an overview of the procedures of reporting, writing, preparing copy, copyreading, and using journalistic style. Students in this course may also enroll in JL 104.

JL 104 Newspaper Laboratory I **1 Hour Credit**
Covering assigned beats and writing news stories for *The Collegian*. Oral or written critiques are given for all stories.
Prerequisite: Credit in or concurrent enrollment in JL 102 or consent of instructor.

JL 105 Newspaper Laboratory II **1 Hour Credit**
Writing special types of stories for *The Collegian*. Oral or written critiques are given for all stories.
Prerequisite: Consent of instructor.

JP 110 Basic Photography **3 Hours Credit**
An introduction to photographic principles combined with the study and use of cameras and equipment. Practice assignments in exposure, development, and printing of photographs. One lecture hour and four hours of laboratory per week.

JP 111 Staff Photography I **1 Hour Credit**
Supervised assignments in special photography areas related to the student's ability and interest, including publications, special events, and public relations. One hour per week, with additional hours arranged as necessary.
Prerequisite: Enrollment by consent of instructor.

JP 112 Staff Photography II **1 Hour Credit**
Continuation of JP 111.
Prerequisite: Enrollment by consent of instructor.

JP 113 Advanced Photography **2 Hours Credit**
Advanced work in shooting, processing, and printing photos. Includes specialized black and white printing techniques and shooting and processing color slides. One hour lecture and two hours laboratory per week.
Prerequisite: JP 110 or consent of instructor.

JL 201 Newspaper Production I **3 Hours Credit**
Principles of newspaper production applied to the college newspaper, *The Collegian*. Some advanced writing, copy preparation and editing, advertising, making layouts, supervising printing, and distributing. Six hours of laboratory. Students in this course may also enroll in JL 104.
Prerequisite: Enrollment by consent of instructor.

JL 202 Newspaper Production II **3 Hours Credit**
A continuation of JL 201, with increased student responsibility for publication of *The Collegian*. More difficult problems of production including business management problems of letting bids, planning schedules of production, and individual responsibility for complete production of one issue. Six hours of laboratory. Students in this course may also enroll in JL 105.
Prerequisite: Enrollment by consent of instructor.

JL 205 Introduction to Yearbook Production **2 Hours Credit**
The principles of yearbook production including layout design, specifications, composition, and preparation of dummy and master pages. Four hours laboratory and lecture.

JL 206 Yearbook Production and Planning **2 Hours Credit**
A continuation of JL 205. Application of the principles of yearbook production to the current *Dragon's Tale* and to planning and preparation for production of next year's book. Four hours laboratory and lecture.

JP 211 Staff Photography III **1 Hour Credit**
Continuation of JP 112.
Prerequisite: Enrollment by consent of instructor.

JP 212 Staff Photography IV **1 Hour Credit**
Continuation of JP 211.
Prerequisite: Enrollment by consent of instructor.

SPEECH

SH 101 Principles of Speech **3 Hours Credit**
Principles and practices of oral communication that will help the student develop skills in communication and acquire an understanding of oral communication as a vital human skill and activity.

including locating and staffing of new business; menu planning and merchandising; quantity food preparation and customer services. (ON DEMAND)

1305 Foods for Today **1 Hr. Credit**
Fundamentals of food purchasing, preparation and meal service with emphasis in nutritional adequacy and management. Lab work included.

5201 Foster Parenting **1 Hr. Credit**
Helps prospective foster parents to understand the role of temporary parents and caregivers. Assists foster parents in understanding dysfunctional families and children who come from these homes. (ON DEMAND)

1334 Industrial Production Sewing
3 Hrs. Credit
Traces material flow in an industrial sewing factory, develops skills in the more common jobs relating to industrial garment manufacturing, and studies pattern layout, cutting, garment assembly, installing zippers, buttonholes, buttons and snaps, packing and shipping. (ON DEMAND)

1300 Interior Design **3 Hrs. Credit**
A study of types of housing, architectural styles, principles of designing a house, including criteria for selecting and evaluating floor plans. Detailed discussion of the principles and elements of design as they apply to backgrounds and furnishings. Other topics: furniture types and arrangements, window planning selection and treatments, floor coverings, lighting, accessories and low-budget decorating. (ON DEMAND)

1350 Marriage and the Family **3 Hrs. Credit**
Helps couples build a successful marriage. All aspects of the relationship are explored—dating, engagement, sex, achieving adjustments in respect to money, religion, in-laws, children, etc. Includes legal implications and responsibilities. Films and guest speakers supplement the course.

1311 Parenting **3 Hrs. Credit**
Provides parents, teachers and care givers an understanding of human behavior and an awareness of opportunities to promote learning as they guide young children. (ON DEMAND)

5202 Prepared Childbirth **1 Hr. Credit**
Provides the expectant couple with tools and support they need to have a positive, fulfilling childbirth experience and increases the communications, cooperation, and understanding between an expectant couple, their physician, and the nursing staff of area hospitals.

1332 Tailoring **3 Hrs. Credit**
Tailoring techniques such as construction of a coat or suit based on commercial patterns, and fitting and pressing involved in making a lined coat or suit. Prerequisite: Basic Clothing Construction 1331 or consent of instructor. (ON DEMAND)

1330 Upholstery, Basic **3 Hrs. Credit**
Basic fundamentals of upholstery. Student must complete one project using techniques demonstrated.

1328 Upholstery II, Basic **3 Hrs. Credit**
This course is designed to instruct students in the advanced techniques of upholstering and includes working with more difficult fabrics. Students will be exposed to a variety of detailed finishing techniques and the course includes auto upholstery as well. Upholstery I, Basic is a prerequisite for this class.

1329 Upholstery III, Basic **3 Hrs. Credit**
This course is designed to enable students to learn advanced techniques of sewing, measuring, drawing and cutting patterns for pieces of furniture. The students will also learn to discriminate between different types of materials and their appropriateness for furniture.

Journalism

Journalism courses should develop the student's ability to write (or show in picture form) clear, accurate, and sometimes colorful accounts of newsworthy events. Professional journalistic techniques are stressed in the various forms of writing, editing illustration, and layout.

Associate in Arts

Freshman Year

Fall Semester

0828 Orientation	1
0000 Mass Media, Introduction to	3
1513 English, Composition I	3
1718 Algebra, College	3
1012 Photography I, Beginning	3
Electives	6
	16

Spring Semester

1514 English Composition II	3
0000 News Reporting	3
Elective — Natural Science	5
Electives — Social and Behavioral Sciences	3
0000 Paper Practices	1
0773 Lifetime Fitness	1
	16

Sophomore Year

Fall Semester

1560 Speech, Fundamentals of	3
2280 Sociology	3
2251 History I, American	3
1523 Literature I: Poetry and Drama.	3
Elective — Social and Behavioral Science	3
0000 Newspaper Practices	1
	16

Spring Semester

1570 Creative Writing	3
0629 Introduction to Advertising	3
1524 Literature II: Prose and Fiction, Introduction to	3
2270 Government, American	3
Elective — Social and Behavioral Science	3
	15

Journalism

Introduction to Mass Media **3 Hrs. Credit**
Discussion and lectures about different forms of mass media such as newspaper, television, radio, magazines, motion pictures, etc. Explores media's role, problems, responsibilities and histories.

News Reporting I **3 Cr. Hrs.**
Beginning course in journalism that demonstrates how to recognize, research and write news stories.

Introduction to Advertising **3 Cr. Hrs.**
Examines strategies, techniques and principles behind effective advertising.

Newspaper Practices **1 Cr. Hr.**
Work on the student newspaper to get practical experience in editing, writing, photography, advertising sales and design, graphic arts, cartooning, layout, design, business practices and distribution.

LEARNING CENTER

1601 Library, Introduction to the **1 Hr. Credit**
Introduces library facilities and resources, such as the card catalog, Reader's Guide to Periodical Literature, magazine file, reference works, and audio-visual materials. 16-101-0-1601

0816 Math Anxiety, How to Deal With **1 Hr. Credit**
Math anxiety is created by one's experiences which develop a negative emotional reaction to the subject. Understanding this reaction, how it limits one's future, and how to overcome the resulting fear will be the focus of this course. 08-116-0-0801

0811 Math, Foundations of **1-3 Hrs. Credit**
Cover addition, subtraction, multiplicaiton and division with whole numbers, fractions, decimals, measurement and percents. Instruction individualized.

0813 Reading Improvement **1-3 Hrs. Credit**
Emphasis placed on understanding the reading process, using the SQ4R study technique and applying to other college courses, improving comprehension, increasing rate of speed, and developing vocabulary. Students required to spend at least 15 hours in the Learning Center for each hour of credit as well as complete assignments.

0812 Spelling/Writing Vocabulary Refresher **1-3 Hrs. Credit**
A review of basic writing skills necessary for success in college and in many careers, such as spelling, grammar, sentence structure, punctuation, writing assignments, and vocabulary development. Students required to spend at least 15 hours in the Learning Center for each hour of credit as well as complete assignments.

0817 Study Skills **1 Hr. Credit**
Time management, note taking, test wiseness, and textbook reading will be reviewed. It should be helpful to all, but is specifically designed to assist those uncomfortable in returning to college. Students are required to spend a minimum of 15 hours in the Learning Center as well as complete assignments.

lections from major Latin classics of the ancient and western worlds. Prerequisite: LTN 151, or two years of high school Latin, or consent of instructor.

SPANISH

SPN 131 Beginning Spanish I
3 credit hours

A preparatory course in spoken and written Spanish. Recommended for students with no previous Spanish, or as a refresher course. Prerequisite: None.

SPN 132 Beginning Spanish II
3 credit hours

A continuation of SPN 132, to be taken by students who will not need a 5-credit course. Prerequisite: Consent of instructor.

SPN 151 Spanish I 5 credit hours

An introduction to the Spanish language stressing four skills: listening, speaking, reading and writing. Emphasizes basic grammatical structures, pronunciation and conversational skills. Uses modern language laboratory and makes extensive use of audio-visuals. Prerequisite: None.

SPN 152 Spanish II 5 credit hours

Continuation of Spanish I. Completes study of basic Spanish grammar necessary for continued study. Emphasis on reading and writing. Practice on conversational skills and introduction to Hispanic cultural topics. Prerequisite: SPN 151, 2 yrs. high school Spanish or consent of instructor.

SPN 199 Directed Studies in Spanish
1-3 credit hours

Student must fulfill a formal contract for a given topic. Working closely with the instructor, the student must accomplish stated objectives and will be graded on criteria outlined in the contract. This course should be used when the required work is not adequately described by an existing course title. Directed Studies are normally undertaken on an individual basis. Student must have the instructor's consent before enrolling in Directed Studies.

SPN 231 Spanish III 3 credit hours

An intensive review of Spanish grammar with emphasis on composition and conversation. Topics relevant to modern events and travel and Hispanic civilizations. Prerequisite: Spanish I and II or equivalent or consent of instructor.

SPN 232 Spanish IV 3 credit hours

Reading and discussion of selections from contemporary prose. Emphasis on critical analysis and understanding of modern Spanish writer and Hispanic civilizations. Prerequisite: Spanish III or consent of instructor.

HUMANITIES

HUM 131 Introduction to Humanities
1-3 credit hours

Students will become acquainted with various disciplines within the area of the Humanities. Lectures, demonstrations, and textual materials will provide insight into human communication efforts in art, drama, music, dance, and literature. This course can be counted toward humanities requirements. Prerequisite: None.

HUM 132 Introduction to Humanities
1-3 credit hours

Continuation or an alternative to HUM 131; provides a separate selection of artists, materials, etc. Prerequisite: None.

JOURNALISM

JRL 121 Survey of Mass Media
3 credit hours

Historical, social, legal and economic aspects of mass communications; current practices and responsibilities; roles of newspapers, magazines, radio, television, motion pictures and other mass media in society, and their impact on world affairs. Prerequisite: None.

JRL 127 Introduction of Photography
2 credit hours

Introduction to the principles of Single Lens Reflex (SLR) cameras in terms of f-stop, shutter speed, focal length of lens, development of negatives, print enlargements and finishing techniques. The student shall furnish his own camera, film and paper. Prerequisite: None.

JRL 128 Advanced Photography
2 credit hours

Continuation of JRL 127 with emphasis on closeups, portraits, and introduction to commercial photography. Prerequisite: JRL 127 or consent of instructor.

JRL 133 Introduction to Newspaper Production 3 credit hours

Introduction to the field of newspaper journalism. Emphasis on news gathering, writing and reporting for the PRATT American. Prerequisite: Concurrently with JRL 121 and/or ENG 131 and consent of instructor.

JRL 134 Advanced Newspaper Production 3 credit hours

The technical aspects of newspaper production with activities centered around the production of the PRATT American. Prerequisite: Consent of instructor and JRL 121 and JRL 133.

JRL 135 Introduction to Yearbook Production 2 credit hours

Application of the principles of Yearbook production to the current Ember and to planning and preparation for production of next year's edition. Prerequisite: Consent of the instructor.

JRL 136 Advanced Yearbook Production 2 credit hours

The principles of yearbook production including layout design, specifications, composition and preparation of dummy and master pages. Prerequisite: JRL 135 and consent of the instructor.

JRL 190 Publications Laboratory
1-4 credit hours

Special projects and assignments related to Yearbook production, newspaper and/or photography. May be taken up to four times for a maximum of four hours credit. Prerequisite: Concurrent enrollment in JRL 135-236 or JRL 127-228 and/or consent of the instructor.

JRL 199 Directed Studies in Journalism 1-3 credit hours

Student must fulfill a formal contract for a given topic. Working closely with the instructor, the student must accomplish stated objectives and will be graded on criteria outlined in the contract. This course should be used when the required work is not adequately described by an existing course title. Directed Studies are normally undertaken on an individual basis. Student must have the instructor's consent before enrolling in Directed Studies.

JRL 227 Photojournalism I
2 credit hours

Basic camera and laboratory techniques of news photography. Prerequisite: JRL 127 and/or consent of the instructor.

JRL 228 Photojournalism II
2 credit hours

Advanced work in taking, processing and editing photographs for newspapers and magazines, including picture page layout. Prerequisite: JRL 227 and/or consent of the instructor.

JRL 233 Newspaper Layout
2 credit hours

Study of the format of the modern newspaper. Emphasis on layout and design, the physical appearance of the newspaper. Prerequisite: JRL 134 and/or consent of the instructor.

JRL 234 Newspaper Editing
2 credit hours

Fundamentals of the editing process, relationships of the graphic arts principles to the elements of newspaper design and the total editing function. Prerequisite: JRL 233 and/or consent of the instructor.

JRL 235 Yearbook Layout
2 credit hours

Study of the layout, format and design of the modern yearbook with emphasis on the physical appearance of the yearbook. Prerequisite: JRL 136 and/or consent of the instructor.

JRL 236 Yearbook Editing
2 credit hours

Fundamentals of the editing process; relationship of the graphic arts to the elements of yearbook design and the total editing function. Prerequisite: JRL 235 and/or consent of the instructor.

LITERATURE

LIT 199 Directed Studies in Literature
1-3 credit hours

Student must fulfill a formal contract for

English Elective	3
General Education Electives	6
Elective	2
Health/P.E. Activity Elective	1
	16

Second Semester

English Composition II	3
English Elective	3
General Education Electives	6
Elective	3
Health/P.E. Activity Elective	1
	16

Second Year

First Semester

English Electives	6
General Education Electives	10
	16

Second Semester

English Elective	3
General Education Electives	3
Electives	10
	16

Electives for English majors should be selected from any course listed in the English department. Literature electives are highly recommended. During the second year, students may take general education electives and free electives in any combination they desire.

HOME ECONOMICS

Degree: Associate in Science

First Year

First Semester

English Composition I	3
College Orientation	1
General Psychology	3
College Algebra	3
Chemistry I	5
Health/P.E. Activity Elective	1
	16

Second Semester

English Composition II	3
Chemistry II and Chemistry Analysis	5
Trigonometry	3
Arts/Humanities Elective	4
Health/P.E. Activity Elective	1
	16

Second Year

First Semester

Arts/Humanities Elective	3
Design Foundations I	3
Economics I	3
General Organic Chemistry	5
Nutrition	2
	16

Second Semester

Social Science Elective	3
Human Growth & Development	3
Principles of Biology	4
Speech I	3
Textiles in Fashion	3
	16

Suggested Home Economics Major Electives

BEHAVIORAL SCIENCE
  Principles of Sociology
SCIENCE
  Physical Science
  General Physics I
  General Physics II

JOURNALISM

Degree: Associate in Arts

First Year

First Semester

College Oriention	1
English Composition I	3
Newspaper Practicum I	1
Newswriting I	2
Intro to Mass Communications	3
General Education Elective	3
Elective	2
Health/P.E. Activity Elective	1
	16

Second Semester

English Composition II	3
Newspaper Practicum II	1
Newswriting II	2
Photography I	3
General Education Electives	6
Health/P.E. Activity Elective	1
	16

Second Year

First Semester

Newspaper Practicum III	1
Graphic Design I	3
General Education Electives	7
Electives	4
Directed Independent Studies in Journalism	1
	16

Second Semester

Newpaper Practicum IV	1
Graphic Design II	3

General Education Electives	6
Electives	5
Directed Independent Studies in Journalism	1
	16

Journalism electives may be selected from courses listed under Journalism, Art or Business Management/Marketing.

LAW/GOVERNMENT (Pre)

Degree: Associate in Arts

First Year

First Semester

College Oriention	1
English Composition I	3
American National Government	3
Speech I	3
Electives	5
Health/P.E. Activity Elective	1
	16

Second Semester

English Composition II	3
Natural Science Elective	4
General Psychology	3
Electives	5
Health/P.E. Activity Elective	1
	16

Second Year

First Semester

Math Elective	3
Principles of Sociology	3
Art Elective	3
Electives	7
	16

Second Semester

Social Science Elective	3
Humanities Elective	3
Electives	10
	16

Suggested Pre-Law and Government Major Electives

ACCOUNTING
- Principles of Accounting I

ECONOMICS
- Economics I
- Economics II

SOCIAL SCIENCE
- American History I
- American History II

MATHEMATICS

Degree: Associate in Science

First Year

First Semester

English Composition I	3
College Algebra or Trigonometry	3
Natural Science Elective	4
Computer Science Electives	5
Health/P.E. Activity Elective	1
College Orientation	1
	17

Second Semester

Analytic Geometry & Calculus I	5
Art Elective	2
Humanities Elective	3
Social Science Elective	3
Computer Science Language	3
	16

Second Year

First Semester

Analytic Geometry & Calculus II	5
Physics I	5
Behavioral Science Elective	3
Art Elective	2
Health/P.E. Activity Elective	1
	16

Second Semester

Calculus III	3
Physics II	5
Fortran	3
Speech I	3
Elective	3
	17

MEDICINE (Pre)

Pre-Chiropractic
Pre-Dentistry
Pre-Optometry
Pre-Pharmacy
Pre-Veterinary Medicine

Degree: Associate in Science

First Year

First Semester

Chemistry I	5
English Composition I	3
College Algebra	3
College Orientation	1
Trigonometry	3
Speech I	3
	18

EG 0193 BUSINESS ENGLISH: Three hours. Recommended for students who wish to review grammar, punctuation and spelling rules. Provides a basis for either business or traditional composition courses. Does not replace English Composition I.

EG 0203 CREATIVE WRITING: Three hours. An introductory course designed for the beginner who is curious about self-expression in writing. Since students in college creative writing course vary widely in interests and abilities, a workshop setting has been designed to be flexible enough to serve whoever enrolls, through the workshop peer-evaluation approach.

EG 0213 ENGLISH LITERATURE I: Three hours. A chronological survey of English literature from the Anglo-Saxon period through the Augustan age. Emphasis is put upon the literature itself; however, social and political forces which have influenced the literature will be examined.

EG 0223 ENGLISH LITERATURE II: Three hours. Emphasizing major writers and influences provides a general survey of English Literature from the middle of the Eighteenth Century to the present.

EG 0233 AMERICAN LITERATURE I: Three hours. A general survey from the colonial period to 1860, with emphasis on background and environmental factors described in American writings before 1820 and the major writers and movements from 1820 to 1860.

EG 0243 AMERICAN LITERATURE II: Three hours. A chronological survey of American literature from after the Civil War to the present. Major authors and literary developments are studied.

EG 1103 CONVERSATION ENGLISH: Three hours. Conversation English provides instruction to help the potentially good student overcome the handicap of being non-verbal in the English language. In a very structured program the skills of listening, speaking, reading, and writing English are taught to the non-English speaking student.

EG 1113 INTRODUCTION TO THE SHORT STORY: Three hours. Provides a broad view of social, political and economic concerns that affect people's lives, both from society's and the individual point of view as revealed in the story.

EG 1203 DIRECTED INDEPENDENT STUDIES IN ENGLISH: One-three hours. Provides students with the opportunity to pursue special interests in English through guided independent study in a chosen area. Prerequisite: Consent of the instructor.

JOURNALISM

JN 0101 BASIC NEWSWRITING: One hour. This course gives a brief overview of the area of newswriting. Students learn to structure the types of writing inherent to the media, with emphasis on news gathering, organization, writing the lead, journalistic style, newspaper language and editing.

JN 0111 NEWSPAPER PRACTICUM I-IV: One hour. This course is designed for student who desires to gain some journalism experience by working on the college newspaper or magazine. Prerequisite: Consent of instructor.

JN 0112 NEWSWRITING I: Two hours. Development of journalistic style and practice in the objective handling of news events. To provide guidance for the student in structuring the types of writing inherent to newpapers, news services, magazines, radio, television and other media that disseminate news.

JN 0122 NEWSWRITING II: Two hours. Experience in the writing of various types of news stories, with special emphasis on feature writing. Specific assignments will be made relative to the *Crusader*. Prerequisite: Newswriting I.

JN 0131 NEWSLETTER PRODUCTION: One hour. This course will teach students to design or redesign newsletters to produce attractive, effective and clearly designed products. The course will cover such areas as communicating with printers, postal regulations, papers and ink, tools, photography, headlines, design and layout and hands-on session to give students direct, practical experience.

JN 0143 INTRODUCTION TO MASS COMMUNICATIONS: Three hours. Course is designed to acquaint students with various media for communicating public information. Newspapers, magazines, radio, television, trade publications, public relations and the motion picture field are emphasized.

JN 1203 DIRECTED INDEPENDENT STUDIES IN JOURNALISM: One to three hours. This course will give the students the opportunity to pursue special interests in journalism through guided independent study in a chosen area. Prerequisite: Permission of instructor.

MODERN LANGUAGES

ML 0102 CONVERSATIONAL SPANISH I: Two hours. A course designed to develop the basics in speaking and understanding Spanish. The student may anticipate having a limited ability to speak and understand Spanish upon the conclusion of the course.

ML 0104 FRENCH I: Four hours. An integrated introduction to beginning French. Students develop fundamental skills in speaking, comprehension, reading, and writing of the French language.

ML 0112 CONVERSATIONAL SPANISH II: Two hours. A continuation of Conversational Spanish I. This course will provide the individual with a more advanced vocabulary and improved listening technique.

ML 0122 CONVERSATIONAL FRENCH I: Two hours. Designed to help the student gain an insight into speaking the French language. The student will learn to make basic statements, ask simple questions, and build a vocabulary of French words.

ML 0124 FRENCH II: Four hours. A continuation of French I with the completion of the basic structure of Modern French. Equal emphasis is placed on the spoken language, reading, writing, comprehension and cultural awareness. Prerequisite: French I or consent of instructor.

ML 0132 CONVERSATIONAL GERMAN I: Two hours. This course is designed to help the student gain an insight into speaking and understanding the German language. Elementary conversation and a rudimentary emphasis on translation and reading will be stressed.

ML 0135 ELEMENTARY SPANISH I: Five hours. Offered upon demand. Develops fundamental skills in pronunciation and comprehension of practical phrases with minimum essentials of grammar. Develops basic skill in reading simple Spanish prose and an appreciation of Latin American life and culture. Not recommended to students with credit in high school Spanish.

ML 0143 INTERMEDIATE SPANISH I: Three hours. Offered upon demand. A course designed to expand the 4 basic skills learned in Spanish I that is, speaking, listening, reading and writing. The course provides further knowledge and understanding of Spanish-speaking cultures. Prerequisite: Elementary Spanish I.

ML 0145 ELEMENTARY SPANISH II: Five hours. Continuation of Elementary Spanish I. This course further develops basic skills in reading and speaking Spanish and an appreciation of Latin American life and culture.

ML 0213 SELECTED SPANISH READINGS: Three hours. Offered upon demand. Conducted in Spanish with minimum English instruction. Readings of Spanish and Latin American literature. Prerequisite: Elementary Spanish I or permission of the instructor.

ML 0233 SPANISH COMPOSITION: Three hours. Offered upon demand. A course designed to develop the student's ability to express their thoughts in correct, well-structured Spanish and to provide the student, regardless of level, with an independent study meeting his or her own needs and interests. Prerequisite: Elementary Spanish I.

ML 1203 DIRECTED INDEPENDENT STUDIES IN MODERN LANGUAGE: One-three hours. This course provides students with the opportunity to pursue special interests in modern languages through guided independent study in a chosen area. Prerequisite: Consent of instructor.

MUSIC

MU 0101 CHORUS I-IV: One hour. Open to any member of the student body with high school or college choral experience or by tryout. Performance of sacred and secular music of all periods. Public performance each semester. Meets two hours per week and may be repeated for arts credit.

MU 0102 INTRODUCTION TO MUSIC: Two hours. An overview of music through the ages, its place in society, its language, and its masterworks. A Humanities elective designed to provide the student with additional breadth and enjoyment through listening and discussion of selected works.

APPENDIX V

Criterion VI

A. Course Descriptions for Pre-Journalism
A. Course Descriptions for Radio and Television Broadcasting
B. Emporia State University - Course Descriptions - Journalism
B. Fort Hays State University - Course Descriptions - Journalism
B. Kansas State University - Curriculum Guide and Course Descriptions - Journalism
B. Pittsburg State University - Curriculum Guide and Course Descriptions - Journalism
B. University of Kansas - Curriculum Guide and Course Descriptions - Journalism
B. Wichita State University - Curriculum Guide and Course Descriptions - Journalism
B. Equivalency Sheets - Emporia State University
B. Equivalency Sheets - Kansas State University
B. Equivalency Sheets - Pittsburg State University
B. Equivalency Sheets - University of Kansas
B. Equivalency Sheets - Wichita State University
D. Goals and Objectives of I.C.C. Student Publications
D. Newswriting I - Course Objectives
D. Introduction to Pagemaker - Course Objectives and Syllabus
D. Publications Lab I - Syllabus
E. Independence Community College Curriculum Guide - Pre-Journalism - Associate of Arts
E. Independence Community College Curriculum Guide - Radio and Television Broadcasting - Associate of Arts

PRE-JOURNALISM COURSE DESCRIPTIONS

COM1421 Advanced Darkroom Procedures 1 hr.
Advanced knowledge and skill are acquired in the use of photographic equipment and materials. Macrophotography, the zone systems, printing techniques, print finishing and high contrast film applications are introduced. Prerequisite: Photography I (COM1403).

COM1441 Color Film Developing & Printing 1 hr.
Focuses on the materials, processes and techniques used in developing color films and the production of color projection prints. Archival print mounting procedures are introduced which allow the students the advantage of professionally displaying finished color prints. Prerequisite: Photography I (COM1403).

COM1431 Color Transparencies 1 hr.
Provides the visual communicator with the essential elements of color theory. The technical aspects of color positive film processing are introduced. Editing and narrating skills necessary for presenting a media presentation using color transparencies will be covered. Prerequisite: Photography I (COM1403).

COM2413 Directed Studies in Photo Journalism 3 hrs.
Focuses on the special photographic needs of journalistic publications. Directed studies include news, features, and sports photography. Prerequisite: Photography I (COM1403).

COM2401, 2402, 2403 Independent Study Photography 3 hrs.
An individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours: 2061 -1 cr. hr., 2062 -2 cr. hrs., 2063 -3 cr. hrs. Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in the form of appointments with instructor, consultation with project personnel, class work, and report and progress sessions. Prerequisite: Consent of instructor.

COM2013 Introduction to Mass Media 3 hrs.
A study is made of the various media of communication: newspapers, newsletters, magazines, radio, television, and photography. Prerequisite: None

COM1003 Newswriting I 3 hrs.
Focuses on the elements of newswriting. Writing leads, structuring and refining the straight news story, rules of style, interviewing techniques, determining news values, writing headlines. An introduction to the principles of newspaper design and laboratory practice in writing sports stories, editorials, columns, news and feature stories. The student will be a contributing writer on *The Buccaneer* staff. Prerequisite: None

COM1013 Newswriting II 3 hrs.
Emphasizes advanced reporting assignments. Reporting speeches, reviewing, criticism, writing longer feature and news stories, writing interpretive and investigative news articles, editing, polishing interviewing techniques and advanced publication design will be at the core of instruction. The student will be a contributing writer on *The Buccaneer* staff. Prerequisite: None

COM1403 Photography I 3 hrs.
Designed to deal with all aspects of photography. Special attention to lenses, shutters, films, exposure, filters, flash and existing light. Dark room, black and white film, processing and printing procedures skills will be introduced. No special photographic knowledge necessary. Prerequisite: None

COM1413 Photography II 3 hrs.
An advanced course designed to deal with the aspects of photography composition, enlargement, color and slides. Prerequisite: Photography I (COM1403) or consent of instructor.

COM 2022 Publications Lab I 2 hrs.
The student will aid in the production of either the college newspaper *The Buccaneer* or ICC yearbook, *Communico*. Such duties include writing news copy, layout design, photography, advertising and circulation. Prerequisite: None

COM 2031 Publications Lab II..1 hr.
The student will aid in the production of *The Buccaneer* or *Communico*. Such duties will include writing news copy, layout design, photography, advertising and circulation. Prerequisite: None

COM1023 Public Relations..3 hrs.
Designed for those students wanting to develop their competencies in the field of public relations. Students prepare press releases, brochures, programs, biographical material on students and faculty members, plan the details and make arrangements for large and small banquets, and learn many other skills which will be required by a public relations person. Prerequisite: None

BROADCASTING
COURSE DESCRIPTIONS

COM1373 Advanced Video Production .... 3 hrs.
Basic video skills are expanded through individual and group production. Advanced techniques of shooting videotape, editing on several formats, and the use of lighting are introduced. Prerequisite: None

COM1343 Cable Television .... 3 hrs.
Designed to acquaint the student with various aspects of cable television.

COM1353 Electronic News and Field Production I .... 3 hrs.
This class will introduce the student to the realm of video production in the field, outside the studio. It will cover the fundamentals involved in electronic field productions and electronic news gathering. Prerequisite: None

COM1363 Electronic News and Field Production II .... 3 hrs.
Basic field production skills will be expanded in this course with an emphasis on electronic field productions. Advanced techniques in remote coverage will be explored through the televising of scholarship pageants, musicals, and major theatrical events in addition to news footage. Prerequisite: Consent of instructor.

COM1323 Film Editing .... 3 hrs.
Editing for visual impact with emphasis on communication as the prime function of film and journalism.

COM1303 Instructional & Community Television Production .... 3 hrs.
Designed to give instruction in basic television operations as they are normally used in education, business, and cable television.

COM1113 Introduction to Broadcasting .... 3 hrs.
Acquaints the student with equipment used in broadcasting, regulations governing broadcasting and the background of the radio and TV industry. Stresses practical experience in the technical aspects of broadcasting. Prerequisite: None

COM1313 Introduction to Television Continuity .... 3 hrs.
Television non-news writing is taught, and produced in cooperation with video production classes. Course includes routine station announcements, commercials, public service announcements and promotional announcements. Prerequisite: None

COM1103 Radio Production .... 3 hrs.
A practical course in the fundamentals of program planning. Students get actual experience and training in producing a weekly radio show, conducting interviews and producing promtional advertising. Prerequisite: None

COM2102 Radio Workshop .... 2 hrs.
Individuality in program production is a feature of the course. Prerequisite: Radio Production (COM1103) or comparable training and experience and approval from the instructor.

Emporia State University

[illegible], with related readings in modern criticism. The topics and people considered vary from offering to offering.
4 35 816 0 2306--01

EN 821. STUDIES IN CONTEMPORARY FICTION 3 HRS.
A study of fictional theory and practice since the Second World War. The course will provide an overview of the period with an extensive study of major writers. 4 35 821 0 2303--01

EN 825. SEMINAR IN LINGUISTICS 3 HRS.
Applications of recent linguistic research to aspects of English prose. The hierarchical nature of transformations, surface structures, and stylistics to indicate the relationship of form and content in modern English prose. Since the content may vary, the course may be repeated with permission of the chair of the department.
4 35 825 0 2306--01

EN 826. FORMS OF MODERN POETRY 3 HRS.
Examination of the poets who dictated twentieth-century poetic idiom. The work and art of W. B. Yeats, T. S. Eliot, Robert Frost, and Wallace Stevens. An understanding of the unity and disparity of twentieth-century poetry. 4 35 826 0 2303--01

EN 827. SEMINAR IN FAULKNER 3 HRS.
An intensive study of one of America's dominant writers. Main emphasis will be given to the novels and short fiction.
4 35 827 0 2307--01

EN 840. SEMINAR IN ENGLISH 1-6 HRS.
(Prerequisite, permission of the chair of the division.) Directed readings and research in a selected field. 4 35 840 0 2399--99

EN 846. THESIS, M. A. 1-6 HRS.
(Required for the M. A. degree in English.) Independent study and research in an approved subject. Frequent conferences with the directing professor. 4 35 846 4 2399--99

JOURNALISM

JN 100. INTRODUCTION TO MASS COMMUNICATIONS 3 HRS.
A survey and general description course of the mass communication media. Designed to acquaint students with the history, scope, influence, and problems of the media. Emphasis on newspapers, magazines, television, radio, advertising, and public relations.
4 36 100 0 0904--01

JN 200. REPORTING I 3 HRS.
(Prerequisite, JN 100.) The role of the reporter in communicating public intelligence. Laboratory work in basic news gathering, reporting, and writing techniques. Assignments for class and the *Bulletin*, the weekly ESU student newspaper.
4 36 200 0 0904--01

JN 300. REPORTING II 3 HRS.
(Prerequisite, JN 200.) The second reporting course in journalism, emphasizing refinement of the gathering, reporting, and writing techniques studied and practiced in Reporting I, and journalistic writing beyond the straight news and feature stories: in-depth, investigative, interpretive, and editorial stories.
4 36 300 0 0904--01

JN 325. EDITING 3 HRS.
(Prerequisite, JN 200.) The editing processes, including news selection, copyreading, headline writing, picture editing, and caption writing. Displaying news, including arrangement of material and use of types. Practical experience on the *Bulletin*. 4 36 325 0 0904--01

JN 350. LAW OF COMMUNICATIONS 3 HRS.
(Prerequisite, JN 325.) Examination of the historical background of freedom of speech and press concepts and the limitations imposed upon them by statute and common law. Case study approach used, but emphasis on the underlying principles of the landmark cases.
4 36 350 0 0904--01

JN 375. HISTORY OF AMERICAN JOURNALISM 3 HRS.
(Prerequisite, JN 325.) Examination of the historical trends and developments in American journalism and their relationships to the social, political, economic, and other movements in history.
4 36 375 0 0904--01

JN 425. PHOTOGRAPHY FOR PUBLICATION 3 HRS.
(Prerequisites, AR 308, or consent of instructor. Also students should own or have access to a 35 mm camera, preferably with interchangeable lenses.) A practical course for the photographer who wants to publish work in newspapers and magazines. Emphasis upon how to use photographic equipment, how publications use photographs, and how the photographer works as part of a publications team. Field work envisioning, taking, editing, and laying out photographs. Laboratory work in developing and printing photographs. One hour lecture, three hours field work, and two hours laboratory per week. 4 36 425 0 4802--07

JN 470. WORKSHOP IN JOURNALISM 1 HR.
A workshop to provide an opportunity for in-service journalism teachers to update their preparation in journalism or to study problems beyond the scope of our catalog offerings. To be offered as a short-term study of one to three weeks. 4 36 470 0 0904--01

JN 500. SCHOOL JOURNALISM AND PUBLICATIONS 3 HRS.
Theory and practice of teaching journalism and of production of student newspapers and yearbooks, including organization of staff and mechanical program, layout and design, and photography and art.
4 36 500 0 0904--01

JN 586. COOPERATIVE EDUCATION III: JOURNALISM 1-3 HRS.
(Prerequisite, consent of instructor.) An academic offering that provides special employment for Journalism majors who wish to gain career-related experience before graduation. Students are placed in paid, supervised positions and assigned faculty advisors who design job-related academic projects. This course is not for graduate credit.
4 36 586 2 0904--01

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788. Advanced Topics of Chemistry.† (3) PR., 342, 564 or 764, 634 or 734, 656 or 756, *or* 666 or 766, depending upon topic. Selected topics within analytical, inorganic, physical, organic, or biochemistry subdisciplines. 104-788-0-1905. D

790. Research Projects.† (2-4) PR., Perm. Research under staff supervision on projects selected by students and staff. 104-790-4-1905. F-S-SU

Department of Communication

Faculty: COSTIGAN, Chairman; BANNISTER, BITTEL, BRITTEN, BYRNE, FRERER, HEATHER, JACKSON, L., JOHNSON, R., LAMBERT, LARSON, LEIKAM, SHAPIRO, S., WATT, WILHELM

The Department of Communication offers a broad range of courses leading to the Bachelor's and Master's Degree. Courses in the department focus on human communication and are designed to improve oral message sending skills and relational communication skills, to develop creative talents, to utilize effectively the radio and television media, to develop journalistic skills, and to provide training in the rehabilitation of those individuals defective in speech or hearing. The requirements for the bachelor's degree are listed below.

Undergraduate Study
Bachelor of Arts—Communication

The philosophy of the Communication Department is that students majoring in the field should have an exposure to all five areas of the department. In keeping with the above philosophy, students in consultation with their adviser, will develop their program by taking courses in the areas of general communication, communication disorders, journalism, radio-television-film, and theatre. Those students who wish to have an emphasis in the above areas will be required to take a minimum of one three-credit hour introductory course in each of the other four areas. Students in the mass communication and the public relations programs must meet the requirements outlined for that program. A minimum of 30 hours is required for a major, at least a third of which must be taken in upper division courses. Requirements for a junior college transfer will be determined by evaluating their prior course work in communication in light of the above specifications.

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* Course approved for General Education Program
† Course may be enrolled in more than once, if topic differs
# Concurrent enrollment in the laboratory course is required

Guidelines for Communication Major

The general guidelines for a major in Communication with emphasis in general communication, communication disorders, journalism, journalism teaching certification, radio-television-film, public relations, theatre, and speech teaching certification are outlined below.

Communication, General Emphasis

Students majoring in Communication with general emphasis are required to take courses in the communication and public speaking sequences. Recommended courses are fundamentals of speech, laboratory in interpersonal communication, communication in human organizations, and business and professional speaking. It is suggested that students consider specified courses in cognate areas such as business, psychology, sociology, political science, economics, and philosophy. The cognate areas should be selected in consultation with the student's adviser and, depending on the field chosen, may also be used to meet the University general education requirements.

Communication, Journalism Emphasis

Students majoring in Communication with an emphasis in Journalism are required to take course work in news writing, production, editing, photography, and legal and ethical issues, in addition to gaining practical experience on the student newspaper and yearbook. The journalism sequence trains students for careers in journalism, prepares high school journalism teachers and student publications advisers, and offers a foundation for study of journalism or mass communication at the graduate level. Besides taking additional course work in radio-television-film and other communication course work, it is suggested that students obtain a broad liberal arts background, including studies in English, political science, economics, art, business and other fields.

Course requirements for a Communication major with a Journalism emphasis include the following:

At least one three-hour course from each of the following areas of communication: (1) General Communication and Public Speaking; (2) Theatre; (3) Radio-Television-Film; (4) Communication Disorders. TOTAL: 12 HOURS.

Required Journalism Courses

Comm 128 Mass Media in a Free Society	3
Comm 129 Elements of Photography	3
Comm 130 Yearbook (Reveille) Laboratory	2
Comm 143 Newspaper (Leader) Laboratory	2
Comm 240 News Reporting	3
Comm 541/741 News Editing	3

Comm 550/750 Legal I
Comm 551/751 Feature
(Journalism Electives)
Total . . . .

Communicatio

Students majori certification to te Kansas must comp gested for the req

Comm 128 Mass Med
Comm 129 Elements
Comm 240 News Rep
Comm 540/740 Schola
Comm 541/741 News
Total . . . .

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Students majori relations must tak five categories list are encouraged t specific courses in experience either year.

Courses for the the following opt

Required cours

Communication Cou courses)

Comm 104 Fundame
Comm 105 Fundame
Comm 106 Argument
Comm 508/708 Persu
Comm 511/711 Labor
Comm 514/714 Busin

(Substitutions are

Radio-Television-Fil courses)

Comm 140 Introduct
Comm 141 Radio-TV
Comm 248 Cinemato
Comm 523/723 Radic
Comm 524/724 Radic

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Public Speaking; (2)
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Comm 550/750 Legal Issues and Reporting	3
Comm 551/751 Feature Writing	3
(Journalism Electives)	9
Total	31

Communication, Journalism Teaching Emphasis

Students majoring in Communication or English who also seek certification to teach journalism at the secondary school level in Kansas must complete 15 credit hours of course work. Courses suggested for the requirement are:

Comm 128 Mass Media in a Free Society	3
Comm 129 Elements of Photography	3
Comm 240 News Reporting	3
Comm 540/740 Scholastic Journalism and Publications Advising	3
Comm 541/741 News Editing	3
Total	15

Communication, Public Relations Emphasis

Students majoring in communication with an emphasis in public relations must take the appropriate number of hours from each of the five categories listed below. Students in the public relations program are encouraged to work closely with their adviser in selecting the specific courses in each area and in seeking practical public relations experience either off campus or on campus in their junior and senior year.

Courses for the public relations emphasis are to be selected from the following options:

Required courses are designated with asterisks

Communication Courses (9 cr. hrs. to be selected from the following courses)

Comm 104 Fundamentals of Interpersonal Communication	3
Comm 105 Fundamentals of Speech	3
Comm 106 Argumentation and Debate	3
Comm 508/708 Persuasion	3
Comm 511/711 Laboratory in Interpersonal Communication	3
Comm 514/714 Business and Professional Speaking	3
	9

(Substitutions are possible with consent of adviser)

Radio-Television-Film Courses (9 cr. hrs. to be selected from the following courses)

Comm 140 Introduction to Broadcasting	3
Comm 141 Radio-TV Announcing	3
Comm 248 Cinematography I	3
Comm 523/723 Radio-TV Production	3
Comm 524/724 Radio-TV Continuity Writing	3
	9

Journalism Courses (16 cr. hrs. to be selected from the following courses)

* Comm 128 Mass Media in a Free Society (Required)	3
Comm 129 Elements of Photography	3
* Comm 130 Yearbook (Reveille) Laboratory (Required)	2
* Comm 143 Newspaper (Leader) Laboratory (Required)	1-2
* Comm 240 News Reporting (Required)	3
Comm 535/735 Multi-Media Production	3
Comm 541/741 News Editing	3
Comm 551/751 Feature Writing	3
* Comm 547/747 Advertising (Required)	3
Comm 545/745 Seminar: Contemporary Problems in Mass Communication	3
* Comm 548/748 Public Relations (Required)	3
	16

Organizational Courses (9 cr. hrs. to be selected from the following courses)

GBUS 101 Business Concepts and Procedures	3
Comm 418/718 Communication in Human Organizations	3
Comm 529/729 Broadcast Management and Sales	3
* Comm 588/788 Principles of Publications for Organizations (Required)	3
Pol S 310 Introduction to Public Administration	3
Psy 315 Industrial Psychology	4
Psy 455 Organizational Psychology	4
	9-10

Design Courses (6 cr. hrs. to be selected from the following courses)

Art 240 Design	3
Art 243 Graphic Design	3
Art 349 Camera Ready Art I	3
INDE 105 Fundamentals of Graphic Communications	3
	6

Communication, Radio-Television-Film Emphasis

Communication students emphasizing radio-television-film should be versed in announcing, writing, production, and operations courses. However, a particular area or areas may be further stressed through apprenticeships, readings, or problems courses. It is suggested that students consider specified courses in cognate areas, including journalism, business and/or economics, political science, and art to be better prepared to enter the broadcasting profession.

Communication, Theatre Emphasis

Students majoring in Communication with an emphasis in Theatre are required to take the following theatre courses: Introduction to Theatre, Basics of Acting, Basics of Directing, Interpretative Reading, two courses in Stagecraft, three courses in Dramatic Literature, and a total of two credit hours from Rehearsal and Performance and/or Theatre Workshop. It is also recommended that they take additional upper level courses in the following areas: acting, directing, scene

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students consider spe
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Students majoring i
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Independent Teaching Fi

Required Courses

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Comm 105 Fundamentals
Comm 106 Argumentatio
(or) Comm 107 Debate
Comm 122 Basics of Acti
(or) Comm 121 Interpr
(or) Comm 530/730 Cr
Comm 224 Stagecraft . . .
Comm 277 Observation
tion . . . .
Comm 511/711 Laborato
(or) Comm 104 Funda
(or) Comm 509/709 Int
Comm 513/713 Small Gr
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Comm 505/705 Basics of
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atre courses: Introduction to
cting, Interpretative Reading,
in Dramatic Literature, and a
rsal and Performance and/or
ıded that they take additional
ureas: acting, directing, scene

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design, costuming, and theatre management. It is suggested that students consider specified courses in cognate areas such as art, music, English, psychology, and physical education.

Communication, Teaching Emphasis

Students majoring in communication for the purpose of being certified for teaching with speech as an independent field must take the courses listed below. In certain cases substitutions can be made which allow the prospective teacher to prepare for certain more specialized positions.

Independent Teaching Field

Required Courses

Comm 102 Bases of Speech	3
Comm 105 Fundamentals of Speech	3
Comm 106 Argumentation and Debate (or) Comm 107 Debate and Forensic Practicum	3
Comm 122 Basics of Acting (or) Comm 121 Interpretative Reading (or) Comm 530/730 Creative Dramatics/Childrens' Theatre	3
Comm 224 Stagecraft	3
Comm 277 Observation and Participation in Speech Communication Education	3
Comm 511/711 Laboratory in Interpersonal Communication (or) Comm 104 Fundamentals of Interpersonal Communication (or) Comm 509/709 Intercultural Communication	3
Comm 513/713 Small Group Communication (or) Comm 514/714 Business and Professional Speaking	3
Comm 505/705 Basics of Directing	3
Comm 512/712 Secondary School Speech Programs	3
Communication elective from one of the options above (or) 508/708 Persuasion, (or) 500/700 Normal and Pathological Communication, (or) 533/733 Dramatic Literature	3
	30

In certain instances students are allowed to make substitutions in the program. A student must, however, take courses which provide him/her with the appropriate competencies for certification.

Mass Communication

Students emphasizing mass communication must take the journalism and communication areas and select one of the three radio-television-film options.

Journalism Area (15 credit hours to be selected from the following courses)

128 Mass Media in a Free Society	3
129 Elements of Photography	3
143 Newspaper (Leader) Laboratory	1-2
240 News Reporting	3
540/740 Scholastic Journalism and Publications Advising	3
541/741 News Editing	3

550/750 Legal Issues and Reporting
551/751 Feature Writing 3
547/747 Advertising 3
548/748 Public Relations 3

Radio-Television-Film Options (Select one of the following options) (General Emphasis) 3

140 Introduction to Broadcasting
141 Radio-TV Announcing 3
342 Campus Station Operation 3
523/723 Radio-TV Production 1
524/724 Radio-TV Continuity Writing 3
537/737 Closed-Circuit Television Operation 3

(Writing Emphasis) 3
140 Introduction to Broadcasting
141 Radio-TV Announcing 3
523/723 Radio-TV Production 3
524/724 Radio-TV Continuity Writing 3
525/725 Radio-TV News Writing 3

(Production Emphasis) 3
140 Introduction to Broadcasting
141 Radio-TV Announcing 3
523/723 Radio-TV Production 3
524/724 Radio-TV Continuity Writing OR 3
525/725 Radio-TV News Writing
543/743 Advanced Television Production 3

General Communication 3
(15 credit hours to be selected from the following courses)

104 Fundamentals of Interpersonal Communication
105 Fundamentals of Speech 3
418/718 Communication in Human Organizations 3
508/708 Persuasion 3
510/710 General Semantics 3
511/711 Laboratory in Interpersonal Communication 3
514/714 Business and Professional Speaking 3

Summary of Requirements 3

Journalism	
Radio-Television-Film	15
General Communication	15-16
TOTAL	15
	45-46

Communication, Communication Disorders Emphasis

The combination of undergraduate and graduate programs in speech-language pathology has been developed to produce adequately trained professionals to work in a variety of settings. These settings include the public schools at both the elementary and secondary levels, hospital affiliated speech clinics, dental clinics, preschool speech and language programs, the military services, and private practice. The student may select from four undergraduate

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programs and is give
master's program sc
needed for the parti
cation may lead.

The four undergra
graduate speech-lan
tion with an area of
cation degree with s
student teaching; or
education, psycholo

Guidelines for

It is possible to mi
following two optio

Option One. Min
complete this option
areas of the departm
departmental course
hours.

Option Two. Min
complete this option
of the department a
courses in one of the
hours.

Associate of Art

Students wishing
concentration in com
emphasis. Students ta
in each area of the d
twenty-one credit ho
specific emphasis ma
hours required in on

Graduate Study

The graduate studi
added breadth and
Specialized areas of
from communication,
relations, radio-televi
ter's degrees are awa
Pathology. If a stud
program which woul
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15
15-16
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45-46

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and sec-
ics, pre-
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graduate

programs and is given considerable latitude in the formulation of his master's program so that he may meet professional competencies needed for the particular professional setting toward which his education may lead.

The four undergraduate programs which qualify a student for the graduate speech-language pathology program are: elementary education with an area of emphasis in communication disorders, communication degree with student teaching; communication degree without student teaching; or a bachelor's degree in a related discipline such as education, psychology, etc.

Guidelines for Communication Minor

It is possible to minor in Communication by completing one of the following two options:

Option One. Minor in Communication, General Emphasis. To complete this option a student must take one course in each of the five areas of the department and an additional six hours from any area of departmental courses. The total requirement is twenty-one credit hours.

Option Two. Minor in Communication, Specific Emphasis. To complete this option a student must take courses in at least two areas of the department and must have a concentration of at least four courses in one of the areas. The total requirement is twenty-one credit hours.

Associate of Arts Degree—Humanities

Students wishing to complete an associate of arts degree with a concentration in communication may select from a general or specific emphasis. Students taking the general emphasis must take one course in each area of the department and six additional hours to meet the twenty-one credit hours required for the degree. Students taking the specific emphasis may take up to eighteen of the twenty-one credit hours required in one specific area of the department.

Graduate Study in Communication

The graduate studies program in communication is designed to give added breadth and depth to the student's knowledge in the field. Specialized areas of study in the graduate program may be selected from communication, communication education, journalism, public relations, radio-television-film, speech pathology, and theatre. Master's degrees are awarded in Communication and Speech-Language Pathology. If a student wishes, the student may select a general program which would involve selection of courses from the various areas of specialization.

isorders Laboratory.
h Articulation Dis-
g experience in ap-
tics; practical activi-
nt and intervention
220.

ures in Communica-
Covers clinical ap-
on and remediation
is settings. Student
n clinical practicum.

ures in Communica-
um.† (1-2) Required
inical Procedures in
rders. Students pro-
ical services in set-
es to pre-schoolers
en. 117-754-1-1220.

., 503 or 703. Study
try, speech audiom-
rveys auditory path-
ferential diagnosis.
8-0-1220.

tion. (3) PR., 503 or
lies of theories and
abilitation/rehabili-
amplification,
ry training, hearing
eech conservation.

tion Practicum. (1)
or 758. Required
for 759 Aural Reha-
upervised clinical
of aural rehabilita-

pment. (3) Study of
e communication
n the milestones
of the phonologic,
c, semantic, and
tions development
l skills examined.

ers. (3) Study of as-
and remediation
of language. 117-

hysiology of the
echanism. (3) PR.,

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503 or 703. Study of the anatomy and physiology of the speech and hearing mechanism. 117-763-0-1220.

766. Advanced Audiology. (2) PR., 558 or 758. Study of advanced audiometric theories and techniques of immittance measurements, pediatric audiometry, and special tests. 117-766-1-1220.

768. Basic Audiology for Health Related Professions. (2) Course designed for health, allied health and education professionals interested in the basic function and dysfunction of the auditory mechanism. Not intended for majors in Speech-Language Pathology. 117-768-1-1220.

780. Clinical Practicum in Audiology.† (1) PR., 558 or 758. Provides supervised clinical evaluation experience in the area of audiology. 117-780-1-1220.

781. Diagnostic Procedures in Speech and Language. (4) Principles and methods for diagnosis and appraisal of speech-language disorders. 117-781-1-1220.

Graduate Credit Only

810. Topics in Clinical Procedures in Communication Disorders.† (2) Presents principles and methods in clinical areas such as private practice, self-assessments, training of paraprofessionals, roles as a consultant, resource person, and multidisciplinary team member. 117-810-0-1220.

811. Advanced Clinical Practicum in Communication Disorders.† (1-2) Advanced students provide supervised clinical services in various settings with clients of all ages and of all disorder categories. 117-811-1-1220.

855. Fluency Disorders. (3) Study of various theories and treatments for fluency disorders. Examines assessment procedures. 117-855-0-1220.

855. Fluency Disorders Laboratory. (1) Required to be taken concurrently with Fluency Disorders 855. Practical activities focus on assessment procedures, clinical interviewing and specific treatment methods. 117-855-1-1220.

856. Voice Disorders. (3) Study of disorders of phontation and resonance. Emphasis is on vocal rehabilitation. 117-856-1-1220.

860. Organic Speech Disorders. (3) Study of orofacial structural and neuromuscular disorders. Covers cleft palate, cerebral palsy, and certain degenerative conditions. 117-860-1-1220.

869. Topics in Speech-Language Pathology/Audiology.† (1-3) Current topics in Speech-Language Pathology are studied. Topics will vary. 117-869-1-1220.

882. Seminar in Speech-Language Pathology.† (1-3) Designed to give graduate students an opportunity for in-depth study into any area of speech-language-hearing. 117-882-1-1220.

890. Neurogenic Communication Disorders. (4) Study of the neurology of language and problems resulting from neural disease or injury in children or adults. Stresses basic rehabilitative approaches. General format is three hours of lecture and two hours of lab. 117-890-1-1220.

Journalism

Undergraduate Credit

128. Mass Media in a Free Society. (3) Survey course examining newspapers, magazines, radio, television, and related areas of mass communications. Basic principles of journalistic writing are considered. 117-128-0-0602.

129. Elements of Photography. (3) Fundamentals of taking, developing, and printing photographs. 117-129-0-0602.

130. Yearbook (Reveille) Laboratory.† (1) (May be taken eight semesters.) PR., Perm. Fall semester: fundamentals of yearbook preparation. Spring: fundamentals of yearbook production. 117-130-1-0602.

143. Newspaper (Leader) Laboratory.† (1-2) (May be taken four semesters.) PR., Perm. Practical experience in reporting, editing, and student newspaper produc-

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tion. Work on the University Leader required. 117-143-1-0602.

240. News Reporting. (3) PR., 128. Beginning course in recognizing, gathering, and writing news. Outside reporting required. 117-240-2-0602.

335. Advanced Photographic Techniques. (3) PR., 129 or Perm. inst. Advanced photography course which stresses color work, professional portraiture, and other specialized photographic work. 117-335-1-0602.

Undergraduate and Graduate Credit

501. News Practicum-Reporting and Editing. (3) Provides practical training and experience in writing and preparing copy for publications. Not for the student who has taken 240 or 541 or 741. 117-501-2-0602.

504. Projects in Journalism.† (1-3) PR., Perm. (Total of 6 hrs. may be accumulated.) Specialized independent study in areas of student's choice. Topics available with approval of adviser and instructor. 117-504-2-0602.

532. Photojournalism. (3) PR., 129. Study of photojournalism; how to cover and supplement the news photographically. 117-532-0-0602.

535. Multi-Media Production. (3) PR., 129 or Perm. Students will plan and produce a multi-image slide show from initial idea through script writing, slide production, choice of music and narration, to final production and presentation. 117-535-0-0602.

540. Scholastic Journalism and Publications Advising. (3) For current and prospective high school journalism teachers and publications advisers. Organization, management, finance, and theory of scholastic journalism and publications advising. 117-540-0-0602.

541. News Editing. (3) PR., 240. Intensive study and application of copy editing, headline writing, page layout, and general editing principles. 117-541-2-0602.

545. Seminar: Contemporary Problems in Mass Communications. (3) PR., Sr. standing and 15 hrs. in journalism or Perm. Examination of the complexities facing mass communicators. Emphasis on criticism of the media. 117-545-0-0602.

547. Advertising. (3) PR., 128 or Perm. Survey of advertising with attention to media advertising procedures, advertising agencies, and retail advertising departments. Includes theory, sales, and design, in addition to the basics of advertising copywriting, layout, media choices, sales, and careers. 117-547-0-0602.

548. Public Relations. (3) PR. 140 and 547 or 747. Study of the journalistic and technical aspects of public relations, including newswriting, broadcast writing, special events, and printing. Careers also studied. An overview of public relations and its tools. 117-548-0-0602.

550. Legal Issues and Reporting. (3) PR., 240. Intensive study of types of news stories, with emphasis on interpretative, depth reporting, legal and ethical issues, and public affairs. 117-550-2-0602.

551. Feature Writing. (3) PR., Perm. Study in skills and practice in writing feature articles for newspapers and magazines. 117-551-2-0602.

575. Seminar in Photography. (2) PR., Perm. Emphasis on polishing photographic technique. Creative aspects of photography, including composition, color, texture, special effects, and career opportunities are stressed. 117-575-0-0602.

588. Principles of Public Relations and Organizations. (3) PR., GBUS 101 or Perm. Internal and external public relations functions in organizations as they relate to management and marketing decisions, organizational planning and control, and personnel issues. 117-588-0-0602.

701. News Practicum-Reporting and Editing. (3) Provides practical training and experience in writing and preparing copy for publications. Not for the student who has taken 240 or 541 or 741. 117-701-2-0602.

704. Projects in Journ
Perm. (Total of 6 hrs. m
lated.) Specialized indep
areas of student's choice.
with approval of adviser
117-704-2-0602.

732. Photojournalism. (3
of photojournalism; h
supplement the news
117-732-0-0602.

735. Multi-Media Produc
or Perm. Students will pl
multi-image slide show
through script writing, s
choice of music and n
production and prese
0602.

740. Scholastic Journali
tions Advising. (3) For
spective high school jou
and publications advise
management, finance, ar
lastic journalism and
ing. 117-740-0-0602.

741. News Editing. (3) P
study and application
headline writing, page la
editing principles. 117-

745. Seminar: Contempo
Mass Communications
ing and 15 hrs. in jou
Examination of the co
mass communicators. E
cism of the media. 117-

747. Advertising. (3) P
Survey of advertising
media advertising pro
agencies, and retail ad
ments. Includes theory,
in addition to the basi
copywriting, layout, me
and careers. 117-747-0-0

748. Public Relations. (3
or 747. Study of the jo
nical aspects of public re
newswriting, broadcast
events, and printing. Ca
An overview of public
tools. 117-748-0-0602.

750. Legal Issues and R
240. Intensive study

: Contemporary Problems in
nications. (3) PR., Sr. stand-
hrs. in journalism or Perm.
of the complexities facing
nicators. Emphasis on criti-
media. 117-545-0-0602.

ising. (3) PR., 128 or Perm.
dvertising with attention to
tising procedures, advertising
nd retail advertising depart-
des theory, sales, and design,
to the basics of advertising
layout, media choices, sales,
117-547-0-0602.

Relations. (3) PR. 140 and 547
dy of the journalistic and tech-
ts of public relations, including
g, broadcast writing, special
l printing. Careers also studied.
ew of public relations and its
548-0-0602.

l Issues and Reporting. (3) PR.,
nsive study of types of news
ith emphasis on interpretative,
orting, legal and ethical issues,
ic affairs. 117-550-2-0602.

ure Writing. (3) PR., Perm. Study
and practice in writing feature
or newspapers and magazines.
2-0602.

minar in Photography. (2) PR.,
mphasis on polishing photo-
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aphy, including composition,
xture, special effects, and career
nities are stressed. 117-575-0-

inciples of Public Relations and
ations. (3) PR., GBUS 101 or
Internal and external public rela-
nctions in organizations as they
o management and marketing de-
, organizational planning and con-
nd personnel issues. 117-588-0-

News Practicum-Reporting and
g. (3) Provides practical training
perience in writing and preparing
or publications. Not for the student
as taken 240 or 541 or 741. 117-701-
2.

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704. Projects in Journalism.† (1-3) PR., Perm. (Total of 6 hrs. may be accumulated.) Specialized independent study in areas of student's choice. Topics available with approval of adviser and instructor. 117-704-2-0602.

732. Photojournalism. (3) PR., 129. Study of photojournalism; how to cover and supplement the news photographically. 117-732-0-0602.

735. Multi-Media Production. (3) PR., 129 or Perm. Students will plan and produce a multi-image slide show from initial idea through script writing, slide production, choice of music and narration, to final production and presentation. 117-735-0-0602.

740. Scholastic Journalism and Publications Advising. (3) For current and prospective high school journalism teachers and publications advisers. Organization, management, finance, and theory of scholastic journalism and publications advising. 117-740-0-0602.

741. News Editing. (3) PR., 240. Intensive study and application of copy editing, headline writing, page layout, and general editing principles. 117-741-2-0602.

745. Seminar: Contemporary Problems in Mass Communications. (3) PR., Sr. standing and 15 hrs. in journalism or Perm. Examination of the complexities facing mass communicators. Emphasis on criticism of the media. 117-745-0-0602.

747. Advertising. (3) PR., 128 or Perm. Survey of advertising with attention to media advertising procedures, advertising agencies, and retail advertising departments. Includes theory, sales, and design, in addition to the basics of advertising copywriting, layout, media choices, sales and careers. 117-747-0-0602.

748. Public Relations. (3) PR., 140 and 547 or 747. Study of the journalistic and technical aspects of public relations, including newswriting, broadcast writing, special events, and printing. Careers also studied. An overview of public relations and its tools. 117-748-0-0602.

750. Legal Issues and Reporting. (3) PR., 240. Intensive study of types of news stories, with emphasis on interpretative, depth reporting, legal and ethical issues, and public affairs. 117-750-2-0602.

751. Feature Writing. (3) PR., Perm. Study in skills and practice in writing feature articles for newspapers and magazines. 117-751-2-0602.

775. Seminar in Photography. (2) PR., Perm. Emphasis on polishing photographic technique. Creative aspects of photography, including composition, color, texture, special effects, and career opportunities are stressed. 117-775-0-0602.

788. Principles of Public Relations and Organizations. (3) PR., GBUS 101 or Perm. Internal and external public relations functions in organizations as they relate to management and marketing decisions, organizational planning and control, and personnel issues. 117-788-0-0602.

Radio-Television-Film

Undergraduate Credit

140. Introduction to Broadcasting. (3) The background of the radio and TV industry, the world systems of broadcasting, and contemporary problems of the broadcasting industry are studied. 117-140-0-0603.

141. Radio-TV Announcing. (3) Presents fundamentals of announcing, including microphone techniques, voice use, pronunciation, and interpretation of copy. 117-141-0-0603.

241. Advanced Radio-TV Announcing. (3) PR., 141. Aspects of ad lib announcing, interviewing, and television presentations are presented. 117-241-0-0603.

248. Cinematography I. (3) Presents basic cinematography techniques including camera operation, framing, composition and editing. 117-248-1-0603.

342. Campus Station Operation.† (1) PR., 140 and 141. (May be taken four semesters.) Students staff and operate the campus radio station to apply previously learned broadcasting techniques. 117-342-2-0603.

420. Social Issues and Broadcasting.* (3) A sociological and cultural approach to the forces which have shaped and continue to shape broadcasting. 117-420-0-0603.

Undergraduate Credit and Graduate Credit

523. Radio-TV Production. (3) PR., 140 or Perm. The student is introduced to the techniques of radio and television production including practical application of instruction. 117-523-1-0603.

524. Radio-TV Continuity Writing. (3) PR., 140 or Perm. Develop creativity in writing continuity for radio and television with emphasis on commercial and promotional writing. 117-524-0-0603.

525. Radio-TV News Writing. (3) PR., 140 or 128, or Perm. Practical experience in gathering and writing news for broadcast on campus radio station and local cable television. 117-525-2-0603.

526. Internship in Broadcasting. (4-8) PR., Perm. Selected students of broadcasting intern in commercial broadcasting stations. 117-526-2-0603.

528. Cinematography II. (3) PR., 248. Cinematography techniques concentrating on the use of sound in film, and advanced production techniques are featured. 117-528-1-0603.

529. Broadcast Management and Sales. (3) Presents the problems, theories, legal responsibilities, and economics of broadcast management and sales. 117-529-0-0603.

537. Closed-Circuit Television Operation. (3) PR., 523 or 723, 543 or 743. (May be taken two semesters.) Presentation of television production and operations experience involving students in studio and remote productions through the operation of the access channels of Hays Cable Television. 117-537-1-0603.

538. Electronic News and Field Production. (3) PR., 525 or 725 and 543 or 743. Advanced study and application of electronic production techniques in the field. Emphasis placed on writing, directing, and editing. 117-538-1-0603.

543. Advanced Television Production. (3) PR., 523 or 723. Emphasis is placed on the development and production of television presentations to perfect various television production techniques. 117-543-1-0603.

720. Social Issues and Broadcasting. (3) A sociological and cultural approach to the forces which have shaped and continue to shape broadcasting. 117-720-0-0603.

723. Radio-TV Production. (3) PR., 140 or Perm. The student is introduced to the techniques of radio and television production including practical application of instruction. 117-723-1-0603.

724. Radio-TV Continuity Writing. (3) PR., 140 or Perm. Develop creativity in writing continuity for radio and television with emphasis on commercial and promotion writing. 117-724-0-0603.

725. Radio-TV News Writing. (3) PR., 140 or 128, or Perm. Practical experience in gathering and writing news for broadcast on campus radio station and local cable television. 117-725-2-0603.

726. Internship in Broadcasting. (4-8) PR., Perm. Selected students of broadcasting intern in commercial broadcasting stations. 117-726-2-0603.

728. Cinematography II. (3) PR. 248. Cinematography techniques concentrating on the use of sound in film, and advanced production techniques are featured. 117-728-1-0603.

729. Broadcast Management and Sales. (3) Presents the problems, theories, legal responsibilities, and economics of broadcast management and sales. 117-729-0-0603.

737. Closed-Circuit Television Operation. (3) PR., 523 or 723, 543 or 743. (May be taken two semesters.) Presentation of television production and operations experience involving students in studio and remote productions through the operation of the access channels of Hays Cable Television. 117-737-1-0603.

738. Electronic News and Field Production. (3) PR., 525 or 725 and 543 or 743.

Advanced stud
tronic producti
Emphasis is pl
and editing. 1

743. Advanced
PR., 523 or 72
development a
presentations t
production te

Theatre

Undergrad

120. Introduct
view of theatr
to theatre hi
process of p
1007.

120. Introduc
(1) Required
117-120-1-100

121. Interpret
physical tech
fective interp
dramatic liter
perform litera
121-0-1007.

122. Basics o
skills necessa
vidual acting
work, script a
tion, and ge
concept of
1007.

223. Makeup.
the process
stage makeup
analysis and
117-223-1-10

224. Stagecr
scenery con
cludes lab w

226. Rehears
PR., Perm. A
dramatic wor
and participa
117-226-2-10

236. Summe
Contents var

Kansas State University

HIST 982. Topics in the History of Science. (1-3) HIST-982-0-2205

HIST 983. Topics in Military History. (1-3) HIST-983-0-2205

HIST 984. Topics in American History. (1-3) HIST-984-0-2205

HIST 985. Readings in History. (1-3) HIST-985-3-2205

HIST 986. Problems in History. (1-3) HIST-986-3-2205

HIST 999. Ph.D. Research in History. (Var.) HIST-999-4-2205

Journalism and Mass Communications

Harry Marsh, head of department

Professor Marsh;* Associate Professors D. Adams, Applegate, Bontrager,* Daly, Holt, MacFarland,* Morris,* Oukrop,* Parsons, and Prince;* Assistant Professors W. Adams, Buller, Deitch, Freeland, and Ramsey.

The Department of Journalism and Mass Communications is one of 85 schools and departments in the United States with sequences accredited by the Accrediting Council on Education for Journalism and Mass Communications and is a member of the Association of Schools of Journalism and Mass Communications.

Undergraduate study

Students in journalism and mass communications must fulfill the general requirements of the College of Arts and Sciences for either a B.S. or a B.A. degree. Beyond this they develop individualized programs within the framework of a liberal arts education in consultation with their advisors. Approximately one-quarter of a student's total course work is taken in the department. To earn a major in the department requires a minimum of 90 credit hours outside the department and a minimum of 30 credit hours within the department.

All majors are required to achieve a 2.5 grade point average in journalism and mass communications courses in order to qualify for graduation.

Courses in the department are in two areas: those which focus on the relationship of mass communications to society; and those designed for professional training and skill development. Students may select from several options within two majors, and must specify major and option upon completion of 40 to 50 semester hours.

Enrollment guides for majors are available in 104 Kedzie Hall.

Journalism and mass communications major

All JMC majors will be required to complete ECON 110, Economics I (three hours) and EDCI 217, Introduction to the Library and the following five courses:

JMC 235	Introduction to Mass Communications	3
JMC 275	Reporting I	3
JMC 280	Editing I	3
JMC 380	Reporting II	3
JMC 665	Law of Mass Communications	3

Courses listed under one of the following options are also required:

News-editorial option

Required

JMC 480	Editing II	3
JMC 600	Public Affairs Reporting	3

Public relations option

Required

JMC 515	Fundamentals of Public Relations	3
JMC 635	Public Relations Techniques	3
JMC 642	Seminar in Public Relations Management	3

Advertising option

Required

JMC 320	Principles of Advertising	3
JMC 545	Advertising Media	3
JMC 555	Ad Copy and Layout	3
JMC 640	Seminar in Advertising Management	3

Magazine option

Required

JMC 520	The Modern Magazine	3
JMC 615	Magazine Article Writing	3
JMC 620	Magazine Production	3

General option

Required

JMC 320	Principles of Advertising	3

All those enrolled in the general sequence will complete at least one of the following courses:

JMC 660	History of Journalism	3
JMC 685	The Mass Communicator: Ethics and Issues	3

Radio-television major

All RTV majors will be required to complete: ECON 110, Economics I (three hours) and EDCI 217, Introduction to Library, plus two courses in political science or two courses in the College of Business Administration, and the following courses:

JMC 235	Introduction to Mass Communications	3
RTV 237	Writing for the Electronic Media	3
JMC 275	Reporting I	3
RTV 240	Audio I	3
RTV 250	Video I	3
RTV 490	Senior Seminar	3

RTV majors will also complete one of the following:

RTV 330	Reporting II (RTV)	3
RTV 620	Electronic Media Ad Sales	3
RTV 685	Electronic Media Management	3

RTV majors will also complete one of the following:

JMC 560	Non-Traditional Press	3
JMC 612	Women and the Media	3
JMC 645	The Minority Press in America	3
JMC 660	History of Journalism	3
RTV 660	History of Telecommunications	3
RTV 665	Radio-Television Rules and Regulations	3
JMC 670	International Communication	3
JMC 685	The Mass Communicator: Ethics and Issues	3
JMC 730	Seminar in the Future of the Media	3
JMC 740	Colloquium in Mass Communications	3

Electives

Remaining hours in journalism and mass communications may include any RTV or JMC courses, 30 hours minimum.

Agricultural journalism major

Students may enroll in the College of Agriculture and earn a major in agricultural journalism by taking courses in the journalism department. See the College of Agriculture section for details.

Human ecology and mass communications

Students may enroll in the College of Human Ecology and earn a degree in human ecology and mass communications with options in journalism and mass communications or radio-television. See the College of Human Ecology section for details.

Journalism education

Students may satisfy requirements to teach journalism in public schools by either of the following programs: B.A. or B.S. in the College of Arts and Sciences and teacher certification; B.S. in the College of Education with journalism concentration. Under the first option students qualify for teacher certification by completion of specified courses in the College of Education. See that college's section for details.

Credit through quiz-out

Any student may apply to test out of professional practice courses in journalism and mass communications by presenting to the department head a portfolio or tapes or other suitable evidence of performance which would allow assessment of course-related experience. After review of the material, the department head may refer the application to the appropriate instructor who will determine the number of credit hours, if any, and the method of examination or evaluation to be employed to determine whether credit shall be given. Such credit shall be granted on a Credit/No Credit basis, and the student may specify whether such credit is to be presented for graduation. No more than 12 semester hours may be earned through quiz-out and at least 18 of the student's journalism credit hours must be KSU resident hours.

Transfer students

Students transferring to the undergraduate program in journalism and mass communications at Kansas State University may transfer a maximum of 12 semester hours in the major. Courses in journalism and mass communications above the 12-hour maximum may not be accepted as electives outside the major and will not be accepted as part of the graduation requirement. No journalism and mass communications course will transfer to KSU without a grade of C or better.

The Department of Journalism and Mass Communications will not honor an accumulation of credits in journalism and mass communications courses which consist of laboratory work only. The department will review the work presented by the transfer student and may accept a maximum of three credit hours for all such work, equivalent to courses such as publications practices or radio or cable television participation.

No transfer credit will be given for Reporting II, Editing I, or Law of Mass Communications unless such work was taken at a college or university accredited in journalism by the Accrediting Council on Education for Journalism and Mass Communications

Graduate study

Graduate students in mass communications at Kansas State University may work toward the M.S. degree in journalism or the M.A. degree in radio-TV.

Courses provide for professional practice along with studies in research methods and in communication process and theory. Students are encouraged to plan a program of study to help meet individual goals in such areas of interest as news-editorial, magazine, public relations, advertising, and radio-TV management.

Many graduate students structure a specialized academic program which combines journalism or radio-TV with another interest such as agriculture, human ecology, wildlife conservation, or education.

Students whose undergraduate major is not in journalism or radio-TV may be admitted provisionally, with a requirement to complete basic undergraduate courses along with their graduate work. The number of remedial hours required varies. Previous course work and professional experience are considered. Students with no previous course work or professional experience may expect to take up to nine remedial credit hours in the journalism program or 15 remedial credit hours in the radio-TV program.

There are three options for completing the requirements for the master's degree in journalism or in radio-TV. The thesis option requires a total of 30 graduate credit hours, consisting of 24 graduate course credit hours and six credit hours for the thesis. The project-report option requires 30 graduate credit hours, consisting of 28 graduate course credit hours and two credit hours for the project report. The course work option (nonthesis) requires 30 hours of graduate course credits. All options require written comprehensive examinations and a final oral examination.

The thesis option is primarily for students with a research interest or for students who enter the program after a number of years of professional experience. The nonthesis option is recommended for the student whose primary interest is professional practice or who does not have an undergraduate major in journalism or radio-TV.

Additional details are included in the department's "Guide to Graduate Study," available in the department office.

Courses in journalism
Undergraduate credit

JMC 235. Introduction to Mass Communications. (3) A historical, social, legal, economic, and technological study of mass communications. Current practices and responsibilities, consumer rights, and career opportunities will be detailed. JMC-235 0 0601

JMC 245. Color Photography. (3) II. Introduction to the advanced 35 mm camera in producing color slides. On-location photography; no processing. Students supply 35 mm camera and film. Not open to those students who have taken JMC 310. JMC-245 0-0602

JMC 250. Agricultural Journalism. (3) Agricultural information techniques and methods of working with the mass media. Emphasis on writing experience. Ability to type helpful. Pr.: ENGL 100. For nonmajors only. JMC-250 1-6-0602

JMC 275. Reporting I. (3) Instruction in news gathering and news writing techniques. Pr.: ENGL 120, sophomore standing; ability to type 30 words a minute. JMC-275 1-4-0602

JMC 280. Editing I. (3) Survey of graphic arts principles; fundamentals of the editing process; relationship of the graphic arts principles to the elements of newspaper design and the total editing function. Pr.: Consent of instructor and JMC 275 with grade of C or better. JMC 280 1-4-0602

JMC 310. Photography I. (3) I, II, S. Basic camera and laboratory techniques of photography. Not open to students who have taken JMC 245. JMC-310-1-4-0602

JMC 320. Principles of Advertising. (3) An examination of the advertising field and its relationship to marketing and journalism. JMC-320-0-0602

JMC 360. Publications Practice. (1-4) Practical work in newspaper and yearbook production, and photography on student publications under supervision of an instructor. Three hours lab a week for each hour of credit. Pr.: Consent of instructor. JMC-360-2-0602

JMC 380. Reporting II (Print). (3) Three hours rec. and six hours reporting for the *Kansas State Collegian* each week. Pr.: JMC 280 with grade of C or better. JMC-380-1-2-0602

JMC 399. Honors Seminar in Mass Communications. (3) Pr.: Honors students only; consent of supervising instructor. JMC-399-0-0601

JMC 480. Editing II. (3) Advanced study of the editing processes with emphasis on handling the story, writing headlines, use of all elements for packaging the news, and creative use of the editing tools. Two hours of rec. and six hours editing for the *Kansas State Collegian* each week. Pr.: JMC 380 with grade of C or better. JMC-480-1-2-0602

JMC 499. Seminar Honors Thesis. (2) Pr.: Honors students only; consent of supervising instructor. JMC-499-4-0601

Undergraduate and graduate credit in minor field

JMC 510. Yearbook Editing and Management. (2) Planning, editing, layout, writing, and financing a publication. JMC-510-1-4-0602

JMC 512. Introduction to Public Relations. (3) Media, methods, principles, and practices of public relations. Pr.: Junior standing. JMC-512-0-0602

JMC 515. Fundamentals of Public Relations. (3) Management of communications between an organization and its publics. Pr.: JMC 275 with a grade of C or better. AJN/HECOM/JMC/RTV majors only. JMC-515-0-0602

JMC 520. The Modern Magazine. (3) I, II. An overview of the magazine field. Development of magazines in the United States; the magazine industry; functions of contemporary magazines. Study of the structure, content and style of different magazines. Pr.: Junior standing or consent of instructor. JMC-520-0-0602

JMC 535. Photojournalism. (1-3) I. The materials, principles, and processes of photography directed toward visual reporting in newspapers, magazines, and other media. Content and credit vary. Potential topics include documentary picture story, essay, and sequence; spot news, feature, and sports photography; combining words and pictures effectively; marketing techniques; legal restrictions. Lectures, demonstrations, and laboratory. Pr.: JMC 310 with grade of C or better and either JMC 250 or JMC 275 and access to a 35 mm or 2¼ × 2¼ camera. May be repeated for a maximum of four semester hours. JMC-535-1-0602

JMC 545. Advertising Media. (3) The selecting, scheduling, selling, and buying of the various advertising media. Pr.: JMC 320 with grade of C or better. JMC-545-0-0602

JMC 550. Mass Communications Internship. (1-3) The student works in a professional capacity under proper professional and faculty supervision with reports from student and supervisor required. Pr.: Twelve semester hours of JMC courses and consent of instructor. JMC-550-2-0601

JMC 555. Advertising Copy and Layout. (3) The creating, designing, and writing of advertising copy for the print media stressing the production of a workable advertising campaign. Pr.: JMC 320 with grade of C or better. JMC-555-1-7-0602

JMC 560. Non-Traditional Press. (3) A study of the changing journalistic attitudes toward objectivity in the 1960s and since. Examination of the resulting resurgence and development of alternative, minority, underground, and counterculture media. Techniques, style, impact, use, and consequences to the media and society of the new journalism will be analyzed. JMC-560-0-0602

Undergraduate and graduate credit

JMC 600. Public Affairs Reporting. (3) Investigative reporting of local, state, and national affairs. Pr.: JMC 380. JMC-600-0-0602

JMC 605. Supervision of School Publications. (3) A methods course for those planning to teach secondary or junior college journalism courses and advise high school or junior college publications. JMC-605-0-0602

JMC 610. Interpretation of Contemporary Affairs. (3) Critical questions of the day and interpretive articles and editorials which document and analyze the news. Pr.: JMC 380. May be repeated once for credit with written permission of instructor and department head required. JMC-610-0-0602

JMC 612. Women and the Media. (3) Women as portrayed by and employed by the media. Pr.: Junior standing and one course in JMC or women's studies. JMC-612-0-0602

JMC 615. Magazine Article Writing. (3) Preparation of feature stories and articles; techniques of market analysis, and marketing of articles written in course. Pr.: JMC 380 and JMC 520. JMC-615-0-0602

JMC 620. Magazine Production. (3) The practical application of theory to writing, editing, graphic reproduction, layout, and management of magazines. Pr.: JMC 380 and 520. JMC-620-0-0602

JMC 625. Formation of Public Opinion. (3) Role of interpersonal and mass communications information on public opinion. Practical survey experience. Pr.: Junior standing and consent of instructor. JMC-625-0-0602

JMC 635. Public Relations Techniques. (3) Application of the principles of public relations to actual and hypothetical cases. Emphasis on communications techniques used in public relations. Pr.: JMC 515 with a grade of C or better. JMC-635-0-0602

JMC 640. Seminar in Advertising Management. (3) The managerial development and execution of consumer, industrial, and institutional advertising campaigns. Pr.: JMC 545 and JMC 555 with grades of C or better; senior standing. JMC-640-0-0602

JMC 642. Seminar in Public Relations Management. (3) In-depth study of an organization's public relations, to include analyzing the situation, planning a program, and designing specific communications. Pr.: JMC 635 with grade of C or better; senior standing. JMC-642-0-0602

JMC 645. The Minority Press in America. (3) Consideration of the growth, development, and current status of the ethnic minority press in the United States. JMC-645-0-0602

JMC 650. Newspaper Management. (3) The management of newspapers dealing with organization, ownership, promotion, research, production, equipment, markets, personnel, legal aspects, advertising, buying and selling of newspaper properties, business practices, and news policy. Pr.: JMC 480 or conc. enrollment. JMC-650-0-0602

JMC 660. History of Journalism. (3) A review of the growth and development of the press in the United States, with attention to the interrelationships of the press and social, economic, and political forces. Pr.: Junior standing or consent of instructor. JMC-660-0-0602

JMC 665. Law of Mass Communications. (3) A study of legal issues relating to mass communications. Emphasis on defamation, privacy, copyright, administrative controls, and other areas related to the mass media. Pr.: Senior standing or consent of instructor. JMC-665-0-0601

JMC 670. International Communications. (3) Comparative study of world press systems and the role of communications in national development. JMC-670-0-0601

JMC 680. Readings in Mass Communications. (1-3) Investigation of the literature of mass communications. Pr.: Minimum of nine hours of completed course work in JMC, senior or graduate standing, and consent of supervisory instructor. JMC-680-3-0602

JMC 685. The Mass Communicator: Ethics and Issues. (3) A consideration of influences and controls that define the role of the mass communicator in American society. Pr.: Senior standing. JMC-685-0-0602

JMC 690. Problems in Mass Communications. (1-4) Pr.: Background of courses needed for problem undertaken. JMC-690-3-0602

JMC 730. Seminar in the Future of the Media. (3) A study of philosophical and technological advances in mass communications with emphasis on projected patterns of future growth and development. Restricted to seniors and graduate students. JMC-730-0-0601

JMC 740. Colloquium in Mass Communications. (1-3) Discussion of selected topics in mass communications research and practice. Restricted to seniors and graduate students. JMC-740-0-0601

JMC 765. Communication Theory. (3) An examination of major communication theories as they relate to individual, interpersonal, group, and mass communications. JMC-765-0-0601

JMC 770. Professional Journalism Practicum. (1-4) For advanced students. Supervised practical work in professional journalism and mass communications. Includes laboratory investigation, field work, and internships. Pr.: JMC 280 or RTV 330 and consent of supervising instructor. JMC-770-2-0602

JMC 780. Research Methods in Mass Communications. (3) Survey of research methods used in the study of the mass media. JMC-780-0-0602

Graduate credit

JMC 899. Research in Mass Communications. (Var.) Pr.: Registration in the Graduate School and sufficient training to carry on the line of research undertaken. JMC-899-4-0602

Courses in radio and television

Undergraduate credit

RTV 230. Radio-Television and Society. (3) I, II. Influence of electronic media in today's culture. Examination of the dynamics of telecommunications including production techniques. RTV-230-0-0603

RTV 237. Writing for the Electronic Media. (3) I, II, S. Study of forms and the preparation of written material for news, commercial announcements, promotion, etc. for the electronic media, and of the regulations concerning advertising copy. Pr.: JMC 235 with a grade of C or better. RTV-237-0-3-0603

RTV 240. Audio I. (3) I, II, S. Basic instruction in audio for radio and TV, emphasizing laboratory experiences. Pr.: RTV 237 with grade of C or better. RTV-240-1-0603

RTV 250. Television Video I. (3) I, II, S. Basic instruction in video production for broadcast TV, cable, and industrial video, emphasizing laboratory experiences as well as lectures. Pr.: RTV 237 with grade of C or better. RTV-250-1-0603

RTV 265. Public Broadcasting. (2) Intersession only. A study of the history, current status, and future of noncommercial radio and television. The role of public broadcasting within the spectrum of the mass media: its strengths, its weaknesses, and its current directions. The course will include field trips to public broadcast stations, and visits to campus by persons actively engaged in public broadcasting. RTV-265-0-0603

RTV 320. Fundamentals of Radio-Television Performance. (3) I, II. Training in nondramatic radio and television performance, including news, commercials, and interviews. Emphasis on laboratory experience. Pr.: RTV 240 and RTV 250 with grade of C or better, SPCH 106 or SPCH 105. RTV-320-1-0603

RTV 330. Reporting II (Radio-TV). (3) Practical experience in gathering, writing, editing, and presenting news for KSDB-FM and cable television, and study of current issues and federal/state regulations and laws. Pr.: JMC 275, RTV 237, RTV 240, and RTV 250 with grades of C or better. RTV-330-1-5-0603

RTV 340. Intermediate Radio Production. (3) I, II. Theory and practice of radio remotes, automation, and multichannel recording and editing in the production of commercials, dramatic narrative, and documentary programs. Pr.: RTV 240, 260, 320 with grades of C or better. RTV-340-1-0603

RTV 350. Video II. (3) I, II. Advanced techniques in television production. Lectures and group projects. Emphasis on organizing video production from the viewpoint of producers and directors. Pr.: RTV 250 with grade of C or better. RTV-350-1-0603

RTV 355. KSDB Audition. (0) I, II. Production of music, news, and/or sports audio tapes to be evaluated by faculty in preparing students for an on-air position with KSDB-FM. RTV-355-5-0603

RTV 360. Radio News Practicum. (2) Intersession only. A concentrated course in writing and performing radio news stories. The course will emphasize development of broadcast reading style and presence. Pr.: RTV major. RTV-360-1-0603

RTV 365. Radio Automation. (2) Intersession only. Instruction in theory and technique. Practical experience in programming and operating radio program automation systems. Appropriate FCC regulations are covered. Pr.: Consent of instructor. RTV-365-1-0603

RTV 370. Agriculture Broadcasting. (2) Intersession only. Training in performance of farm markets and farm news, as well as theory behind the markets and how such information affects the entire Kansas economy. Guest lecturers share their expertise. Pr.: JMC, RTV, ag journalism, or home economics mass communications major. RTV-370-0-0603

RTV 455. KSDB Board/Production. (1) I, II, S. Supervised performance in the operation of the University's student FM radio station, emphasizing music announcing, board work, recorded production, and FCC operating regulations. May not be repeated. Pr.: RTV 355. RTV-455-5-0603

RTV 460. KSDB News/Sports. (3) I, II, S. Supervised performance in the operation of the University's student FM radio station, emphasizing newscast and sports play-by-play announcing and appropriate FCC regulations. May not be repeated. Pr.: RTV 330 and RTV 355. RTV-460-5-0603

RTV 475. Video Participation. (1-3) I, II. Supervised participation in program production for entertainment, news, and industrial videos. Scripted, supervised group projects. Three hours of lab participation a week required for each hour of credit. Pr.: RTV 250. RTV-475-5-0603

RTV 490. Senior Seminar. (3) II. Current issues in electronic media, including regulation, law, technology, and programming. Preparation for graduation and employment. Pr.: Senior majors only. RTV-490-0-0603

Undergraduate and graduate credit

RTV 610. Entertainment Script Writing. (3) I. The principles and preparation of dramatized broadcast programs. Pr.: RTV 230, 240 with a grade of C or better. RTV-610-0-0603

RTV 615. Documentary Script Writing. (3) II. Study of the principles and preparation of nonfiction broadcast programs and industrial communication. Pr.: RTV 237, 240, 250 with a grade of C or better. RTV-615-0-0603

RTV 620. Electronic Media Advertising Sales. (3) I. Retail advertising applied to radio, television, and cable systems. Retail ad campaigns, media buying, selling techniques. FTC and FCC ad regulations covered. Pr.: JMC 320 or MKTG 400 with a grade of C or better. RTV-620-0-0603

RTV 630. Electronic Media Programming. (3) I. The principles, planning, and development of radio–television–cable programs, schedules, and related regulation. Pr.: RTV 237 with grade of C or better. RTV-630-0-0603

RTV 660. History of Telecommunication. (3) History of the telecommunication industries; their effects on American life; the economic, political, and social significance of electronic media. Pr.: Junior standing. RTV-660-0-0603

RTV 665. Radio–Television Regulation and Responsibility. (3) II. The major laws and legal decisions which affect broadcasting and cable, with attention to the Federal Communication Act, rules and regulations, and other laws relating to broadcasting and cable management. Pr.: Senior standing or above and RTV 230 with grade of C or better. RTV-665-0-0603

RTV 675. Radio–Television Criticism. (3) II. The principles and criteria of mass media criticism, with emphasis on broadcasting. Pr.: Junior standing and RTV 230 with a grade of C or better. RTV-675-0-0603

RTV 685. Electronic Media Management. (3) II. Management practices of broadcast, cable, and nonbroadcast facilities including regulation and sales. Pr.: GENBA 420 or RTV 237 with grade of C or better. RTV-685-0-0603

RTV 750. Applied Research in Mass Media. (3) II. Study and application of mass media research, its literature and methodology. Pr.: Graduate or senior standing. RTV-750-0-0603

Mathematics

Louis Pigno,* head of department

Professors Burckel,* Curtis,* Dixon,* Dressler,* Greechie,* Lee,* Marr,* F. Miller,* Pigno,* Ramm,* Saeki,* Shult,* Stamey,* Strecker,* and Stromberg;* Associate Professors Herman,* Muenzenberger,* W. Parker,* Summerhill,* and Surowski;* Assistant Professors Barab,* Chermak,* Cochrane,* Delgado, Forbes,* and Willis; Emeriti: Professors Fuller,* T. Parker,* and Young;* Associate Professors Mossman* and Sloat;* Instructors Chatelain, Ratcliffe, Sitz, and Woldt.

Mathematics is the unparalleled model of an exact science, the epitome of creative art, and a language essential to understanding our modern technological world.

Mathematics graduates are sought both for their specialized knowledge and for their ability to think analytically. Mathematics is an excellent major for pre-professionals and for liberal arts students who desire a major that combines a flexible program with an in-depth study of fertile subject matter and analytic methodology.

Undergraduate study

Students in mathematics may obtain either the B.A. or B.S. degree. The requirements for a mathematics major, in addition to those of the University and college, are:

MATH 220	Analytic Geometry and Calculus I **and**	4
MATH 221	Analytic Geometry and Calculus II **and**	4
MATH 222	Analytic Geometry and Calculus III	4
	or	
MATH 225	Analytic Geometry and Calculus I-S **and**	6
MATH 226	Analytic Geometry and Calculus II-S	6
MATH 240	Elementary Differential Equations	4
	or	
MATH 250	Linear Algebra and Differential Equations I **and**	3
MATH 251	Linear Algebra and Differential Equations II	3
STAT 510	Introductory Statistics and Probability I	3

and 21 hours in mathematics numbered 400 and above. After completing the 200 level courses, students usually concentrate their upper-division work in one of the following programs.

The pre-graduate program

Students who intend to enter graduate school to work toward an advanced degree in either pure or applied mathematics should include among their upper division mathematics courses:

BEST COPY AVAILABLE

Pittsburg State University

COMMUNICATION

Professors: Peter K. Hamilton *, *Chairperson*, Gary Claar *, Mary M. Roberts *, Donald W. Wilson *

Associate Professor: Barry R. Bengtsen

Assistant Professors: Dale Dombrowski *, Richard Frey, Robert W. Gobetz, Shirley McConnell, Ron Pruitt, Thimios Zaharopoulos *

* Graduate Faculty

The Department of Communication offers a curriculum designed to provide variety and flexibility in meeting a broad range of academic and professional interests in human communication, mass media and the theatre arts. Courses and sequences offered are supportive of occupational preparation in a variety of areas, particularly social work, education, law, politics, personnel management, public relations, print and broadcast journalism, salesmanship, theology, mass media, counseling, music education, art education, recreation and the entertainment services. Consult the Department for recommended courses.

BACCALAUREATE DEGREES

The Department of Communication offers work leading to the degrees of Bachelor of Arts and Bachelor of Science in Education.

Bachelor of Arts: Communication

A student seeking a Bachelor of Arts degree with a major in Communication will choose one area of emphasis from the following: General Communication, Public Relations, Broadcasting, News Editorial, Photocommunication, Theatre Acting-Directing, or Theatre Technical Design.

Communication Major

Core Requirements for all Communication sequences except theatre sequences:	Hours
Introduction to Mass Media 200	3
Theories of Human Communication 329	3
	6

EMPHASES

A. General Communication: The General Communication emphasis is intended to permit students, in consultation with their faculty advisors, to design a program of study not already designated in the six areas of emphasis outlined below.

Core	6
Electives (Minimum of 1 required course from five of the six designated emphases. Up to 9 hours may be taken in cognate courses outside the designated lists of requirements and electives in any of the six emphases)	33
	39

B. Public Relations:

Communication & Public Relations Theory	Hours
Introduction to Mass Media 200	3
Introduction to Public Relations 277	3
Theories of Human Communication 329	3
Broadcast Announcing 375	3
Communication Production Skills	
Required—2 courses/6 credits	6
Layout & Design (PRINT) 276	
TV Production 475	
Electives—3 credits from:	3
Intro to Assembly (PRINT) 175 or	
Photojournalism I 276	
Communication Writing Skills	
Required—3 courses/9 credits	9
Reporting 225	
Editing 350	
Writing for Public Relations 576	
Communication Research	
Required—3 credits	3
Quantitative Proc. in Comm. 417	
Suggested Electives (not required)	
Elementary Statistics (MATH) 243	
Basic Marketing (BUS) 330	
Business Statistics (BUS) 420	
Consumer Behavior (BUS) 430	
Advertising Management (BUS) 481	
Advanced Applied Communication	
Required—6 credits	6
Strategic Planning in PR 665	
Case Studies-Public Relations 775	
Electives—3 credits from:	3
Professional Interviewing 709	
American Political Comm. 719	
Internship—Applied Comm. 790	
	42

C. Broadcasting

	Hours
Core	6
Introduction to Radio and Television 275	3
Radio and Television Announcing 375	3
Radio Production 475 or Television Production I 476	3
Law of Mass Communication 525	3
Writing for Broadcasting 575	3
Media Analysis and Criticism 622	3
Broadcast Sales and Management 675	3

12 hours to be selected from one of the following concentrations.

Broadcast Management—Activity 410, Quantitative Procedures in Communication 417, Speech and Personal Relations 519, Professional Interviewing 709, Organizational Communication 755, Internship in Applied Communication 790

Production—Stagecraft 253, Photojournalism I 276, Activity 410, Stage Lighting 434, TV Production II 676, Internship in Applied Communication 790

News/Performance—Reporting 225, Beginning Acting 254, Diction 270, Oral Interpretation of Literature 367, Activity 410, Reporting Public Affairs 415, News Media Internship 550, Professional Interviewing 709, Internship in Applied Communication 790

(Changes in concentration requirements require the consent of advisor)	12
	39

D. News Editorial Sequence:

	Hours
Core	6
Reporting 225	3
Photojournalism I 276	3
Editing 350	3
Editorial Writing 380	3
Reporting Public Affairs 415	3
History of Mass Communication 522	3
Law of Mass Communication 525	3
Professional Interviewing 709	3
9 hours selected from the following:	
Applied Grammar 202, Technical Writing 301, Advanced Composition 302, Feature Writing 335, Photojournalism II 375, News Media Internship 550, Writing for Broadcasting 575, Writing for Public Relations 576, Topics in Communication 640.	9
	39

E. Photojournalism Sequence

	Hours
Core	6
Reporting 225	3
Photojournalism I 276	3
Editing 350	3
Photojournalism II 376	3
Darkroom Techniques 436	3

History of Mass Communication 522		3
Law of Mass Communication 525		3
Photojournalism: Composition and Lighting 536		3
9 hours selected from the following: Design I 100, Graphic Communication 120, Introduction to Radio and TV 275, Intro to Public Relations 277, Technical Writing 301, Editorial Writing 380, Reporting Public Affairs 415, News Media Internship 550, Topics in Communication 640		9
		39

F Theatre Sequence:

		Hours
Core Requirements		19
Theatre Activity 106	3	
Activity: (theatre only) 210	1	
Stagecraft 253	3	
Beginning Acting 254	3	
Stage Direction 544	3	
2 courses in Theatre History (from Theatre History I, II, and III)	6	
	19	
21 hours Electives selected from the following: Makeup 260, Diction 270, Introduction to Radio/Television 275, Oral Interpretation 367, Stage Lighting 434, Stage Costume 444, Scenic Design 454, Project in Theatre (___) 460, Advanced Acting 624, Advanced Stage Direction 664, Additional course in Theatre History (I, II, or III), one course in Dramatic Literature, one course in Art History and/or Design		
	21	
		40

MINOR IN COMMUNICATION

A communication minor requires completion of 24 hours, as follows:

Core	6
3 credit hours from each of the four following Communication sequences: Broadcasting, Public Relations, News Editorial and Photojournalism	12
Electives at or above the 300 level from any of the required courses in the four Communication sequences	6
	24

MINOR IN JOURNALISM

Introduction to the Mass Media 200	3
Reporting 225	3
Photojournalism 275	3
Editing 350	3
Law of Mass Communication 525/725	3
Approved electives	9
	24

Bachelor of Science in Education

The Bachelor of Science in Education degree is designed for students preparing to teach speech communication and drama in the secondary school and is designed to meet state certification requirements.

The student majoring in communication may earn the Bachelor of Science in Education degree with a concentration in the teaching sequence detailed below. Completion of 36 hours is required to earn this degree. A minimum of 18 semester hours shall be in upper division courses. The degree requires the completion of an approved minor.

Students should consult the appropriate sections of this catalog for the general requirements for the degree and for the specific regulations concerning admission to teacher education, required professional courses and the professional semester.

Teaching Sequence

Introduction to Theatre Practice 106	3
Stagecraft 253	3
Beginning Acting 254	3
Argumentation and Debate 269	3
Theories of Human Communication 329 or 729	3
Oral Interpretation of Literature 367	3
Small Group Communication 450 *or* Professional Interviewing 709	3
Techniques for Teaching Speech 479	3
Stage Direction 544	3
Speech and Personal Relations 519 *or* American Political Communication 719 *or* British Political Communication 720	3
1 Course in Broadcast Media	3
1 Course in Theatre History *or* Dramatic Literature	3
	36

Second Teaching Option

Speech Communication—Drama

COMM 200 Introduction to Mass Media or COMM 522 History of Mass Communication	3
COMM 253 Stagecraft	3
COMM 254 Beginning Acting	3
COMM 269 Argumentation and Debate	3
COMM 367 Oral Interpretation of Literature	3
COMM 479 Techniques for Teaching Speech	3
COMM 544 Stage Direction	3
One course from the following: COMM 329/729 Theories of Human Communication COMM 450 Small Group Communication COMM 519 Speech and Personal Relations COMM 709 Professional Interviewing	3
	24

Second Teaching Field

Journalism is a second teaching field for persons completing another secondary certification program.

Journalism

COMM 200 Introduction to the Mass Media	3
COMM 225 Reporting	3
COMM 275 Photojournalism I	3
ENGL 302 Advanced Composition	3
ENGL 306 General Linguistics	3
COMM 350 Editing	3
COMM 511 School Publications	3
COMM 525 Law of Mass Communications	3
	24

General Education Degree Requirements

General Degree Requirements Bachelor of Arts	Hours
English	
English Composition 101	3
English Composition 102 *or* 103	3
Communication	
Speech Communication 207	3
Mathematics	
(Any Math course except 112)	3
Humanities	9*
Social and Behavioral Sciences	9*
Natural and Physical Sciences	6*
Producing and Consuming	6*
Lifetime Fitness	
Lifetime Fitness Concepts 150	1
	43

*Refer to General Education specific requirements and options, p. 38

General Degree Requirements Bachelor of Science in Education	*Hours*
Basic Skills	12*
Humanities	9*
Social and Behavioral Sciences*	9*
Natural and Physical Sciences	6*
Producing and Consuming	6*
Lifetime Fitness	1*
Elective from Biology, Chemistry, Mathematics, Physics	3*
	46

*Refer to General Education for students preparing to teach. See page 40

GRADUATE DEGREE

Master of Arts with a Major in Communication

The applicant for admission to study for the degree of Master of Arts with a major in communication shall present evidence of completion of sufficient work in undergraduate courses to furnish adequate background for graduate study in the field.

The minimum TOEFL score for international graduate students who wish to major in Communications is 550.

Degree concentrations are offered in Applied Communication, Communication Education, Interpersonal/Rhetorical Communication, and Theatre.

Applied Communication courses provide advanced preparation for students pursuing careers in Telecommunications, Journalism, Organizational Communication, Public Relations, the Ministry; and the Theatre arts. Communication Education courses are designed for beginning and experienced secondary and college teachers in Speech Communication, Theatre, and Journalism. Interpersonal/Rhetorical courses provide advanced study in dyadic and public communication for personal enrichment, further graduate study, and the professions. It is the purpose of the department not only to contribute to students' preparation for occupations in these fields but also to encourage thoughtful and continuing study in subjects of individual interest.

The minimum course requirement for the Master's degree Option I (which includes Research and Thesis 890) is 30 hours; Option II (which includes six hours of research seminars) is 32 hours. Option III (which includes six hours of research seminars) is 32 hours. Introduction to Graduate Study 815 is required for all options. The remaining courses may be elected with the approval of the adviser, in accordance with the student's particular educational background and experience and his or her degree objective: employment in a teaching or a nonteaching field, additional graduate study, or personal enrichment.

Graduate students who wish to prepare to teach in the community college may elect to complete the Community College Teacher Program in conjunction with the regular requirements of the Master of Arts degree with a major in Communication. Interested students should consult the section of the Graduate Catalog which outlines general regulations for the Community College Teacher Program.

Description of Courses

105. **Theatre Appreciation.** 3 hours. Principles, techniques, and criteria for viewing theatrical performances with emphasis on live performance, film and television drama. Materials selected and organized to provide the student with knowledge and experience for personal enjoyment and evaluation of theatre art. 1-15-105-1-1007.

106. **Theatre Activity.** 3 hours. Principles and techniques of theatre activity. Experiential work in playwriting, directing, acting, design, technical work, costume, makeup, lighting. Materials selected and organized to provide the student with sufficient knowledge and experience for personal enjoyment of participation in theatrical activities. 1-15-106-1-1007

200. **Introduction to the Mass Media.** 3 hours. Introduction to news gathering, writing and editing processes, and philosophy and role of the media in society. 1-15-200-0-0602.

207. **Speech Communication.** 3 hours. An elementary course designed to give the student an understanding of the requirements for effective speaking and listening and an opportunity to increase skills in each. Both semesters. Prerequisite: English 101 or 103 or equivalent, or consent of instructor. 1-15-207-0-1506

210. **Activity: (   )**. 1 hour. Participation in an approved departmental activity. Permission of instructor. To be graded Pass/Fail. 1-15-210-1-0601

225. **Reporting.** 3 hours. Theory and practice in the gathering, writing, and interpretation of news for press, radio, and television. Prerequisite: Introduction to the Mass Media 200. 1-15-225-0-0602.

250. **Publications Practice.** 3 hours. Laboratory work as a staff member on *The Collegio*, or with permission of the instructor, on the *Kansa* or *The Cow Creek Review*. Prerequisite: Introduction to the Mass Media or consent of instructor. Can be repeated for total of 6 hours. 1-15-250-2-0602.

253. **Stagecraft.** 3 hours. An introductory theatre laboratory course emphasizing fundamentals of scenery construction and painting, lighting, costuming and stage properties. Required laboratory. 1-15-253-1-1007

254. **Beginning Acting.** 3 hours. The fundamentals of acting technique through the creative approach. Emphasis on motivation, characterization, and believability. Participation in one one-act play and outside crew work required. Spring. 1-15-254-1-1007.

260. **Stage Makeup.** 1 hour. A skills course in basic stage makeup techniques from painting to prosthetics. Makeup kit needed. 1-15-260-2-1007

269. **Argumentation and Debate.** 3 hours. An introduction to the principles of argumentation and debate. Prerequisite: Speech Communication 207 or consent of instructor. 1-15-269-0-1506

270. **Diction.** 3 hours. Concentrates on voice production with emphasis on physiology of the voice, recognition and discrimination of affective/defective speech including English, American regional, foreign accents and dialects, phonetics and ameliorative theory. 1-15-270-0-1007

275. **Introduction to Radio and Television.** 3 hours. A general introduction to broadcasting dealing with the radio and television industries, the study of various program types, and the history of radio and television. Prerequisite: Speech Communication 207 or permission of instructor. 1-15-275-1-0603

276. **Photojournalism I.** 3 hours. Basic camera and darkroom techniques, elements of lighting and composition. Use of photography in communications and reporting. Cutline writing, editing, picture stories. 1-15-276-1-0602

277. **Introduction to Public Relations.** 3 hours. Introduction to basic public relations skills and theories, including an overview of public relations functions and history. 1-15-277-0-0601

309. **Forensic Practices.** 1-6 hours. An activity course designed to develop research and delivery skills through in-class analysis and participation in intercollegiate debate and individual events. May be repeated for a total of six (6) credit hours. Prerequisite: Consent of instructor. 1-15-309-5-1506.

329. **Theories of Human Communication.** 3 hours. Contemporary theoretical approaches to the multi-disciplinary study of human communication. May be taken for honors. Prerequisite: Speech Communication 207. 1-15-329-0-1506

335. **Feature Writing.** 3 hours. Examination, analysis and writing of feature stories, special articles and process/problem-centered stories used by newspapers, magazines and other media which inform, entertain or investigate problems. Prerequisite: Reporting 225 or permission of instructor. 1-15-335-0-0602

Editing. 3 hours. Theory and practice in copy editing and display of the news, primarily in newspapers and the press services. Prerequisite: Introduction to the Mass Media 200. 1-15-350-0-0602.

367. Oral Interpretation of Literature. 3 hours. Analysis of prose and poetry, with practice in communicating orally both the intellectual and the emotional meanings of the printed page. Prerequisite: Speech Communication 207 or consent of instructor. 1-15-367-0-1506.

375. Broadcast Announcing. 3 hours. The fundamentals of radio and television announcing, including appropriate techniques for use of microphone, voice, and copy. Prerequisite: Introduction to Radio and Television 275. 1-15-375-0-0603.

380. Editorial Writing. 3 hours. Studies the place and importance of commentary on the news in the media, including the history of such commentary and the important commentators today. Prerequisite: Consent of instructor or Introduction to the Mass Media 200. 1-15-380-0-0602.

410. Activity (   ). 1 hour. Participation in an approved departmental activity. Permission of instructor. May be repeated for maximum of 2 hours credit. To be graded Pass/Fail. 1-15-410-1-0601.

415. Reporting Public Affairs. 3 hours. Problems and techniques in reporting judicial and legislative proceedings, governmental and urban affairs. Prerequisite: Consent of instructor or Introduction to the Mass Media 200. 1-15-415-0-0602.

417. Quantitative Procedures in Communication. 3 hours. Introduction to issues in data collection research design, and data analysis, with emphasis on laboratory and field settings. Prerequisite: Theories of Human Communication 329. May be taken for honors. 1-15-417-0-1506.

434. Stage Lighting. 3 hours. Emphasis on theatrical lighting equipment, lighting control, color control and special effects. Includes application of lighting theory and design to a particular theatre problem. 1-15-434-0-1007.

436. Darkroom Techniques. 3 hours. Various techniques employed by photojournalists in processing different types of film and papers. Features zone system application of processing and printing, ortho-chromatic film techniques, posterization, image alteration, and color processing and printing. Prerequisite: Photojournalism I 276 or permission of instructor. 1-15-436-1-0602.

440. Topics in Theatre (   ). 1-3 hours. Special investigations in selected areas of theatre arts. May be repeated when subject matter is different for a maximum of 6 hours. 1-15-440-3-1007.

444. Stage Costume. 3 hours. A combination of historical analysis, design and construction techniques of costume for the stage. Special emphasis on design principles, color, texture, fabric selection, design rendering techniques and preparation of a portfolio. 1-15-444-0-1007.

450. Small Group Communication. 3 hours. Analysis of communication behavior in the small group, with emphasis on small group theory, research, and application to specific forms of group discussion. 1-15-450-0-1506.

454. Scenic Design. 3 hours. Theory and practice in contemporary theatre scene design. May be taken for honors. 1-15-454-0-1007.

460. Project in Theatre: (   ). 2 hours. Study and practical theatrical experience in a selected aspect of theatre. May be repeated if subject matter is different. 1-15-460-3-1007.

475. Radio Production. 3 hours. Study and practice in the basic techniques of radio production. Prerequisite: Introduction to Radio and Television 275 and Broadcast Announcing 375 or permission of instructor. May be taken for honors. 1-15-475-0-0603.

476. Television Production I. 3 hours. The study and practice of fundamental skills in ENG and studio television production. Prerequisites: Introduction to Radio and Television 275 and Broadcast Announcing 375 or permission of instructor. May be taken for honors. 1-15-476-0-0603.

479. Techniques for Teaching Speech. 3 hours. Techniques, methods, and course content used in teaching speech and theatre in the secondary school. To be taken before the professional semester. Prerequisite: Admission to Teacher Education and Educational Psychology 357. 1-15-479-0-0846.

505. Theatre History I. 3 hours. The general stream of theatre history in a sociological context as reflected in the great plays from ritual origin through Middle Ages. 1-15-50[illegible]-1007.

506. Theatre History II. 3 hours. From Renaissance to Ibsen. 1-15-506-0-1007.

507. Theatre History III. 3 hours. From Ibsen to present. 1-15-507-0-1007.

511. School Publications. 3 hours. Philosophy and principles of advising and producing student newspapers, yearbooks, and magazines, along with supervising and operating photography staffs and darkrooms. Prerequisite: Introduction to the Mass Media 200 or consent of instructor. 1-15-511-0-0608.

519. Speech and Personal Relations. 3 hours. A general semantics approach to the psychological and linguistic barriers to human understanding. Emphasis on individuals and their adjustments to the communicative situations of daily life. Case study discussions illustrating problems of miscommunication in personal affairs. Prerequisite: Speech Communication 207. May be taken for honors. 1-15-519-0-1506.

522. History of Mass Communication. 3 hours. The history of newspapers, radio, television and magazines, and the freedom of expression they represent in the United States from the Seventeenth Century to the present. Prerequisite: Consent of instructor or Introduction to the Mass Media 200. 1-15-522-0-0602.

525. Law of Mass Communication. 3 hours. Law cases and the principles they have established for the conduct of mass communication in the United States. Spring only. Prerequisite: Consent of instructor or Introduction to the Mass Media 200. 1-15-525-0-0602.

536. Photojournalism: Composition and Lighting. 3 hours. Awareness of natural and artificial light along with techniques and effects of lighting. Applied concepts in composition employing compositional elements such as line, form, pattern. Prerequisite: Photojournalism I 276 or permission of instructor. 1-15-536-1-0602.

544. Stage Direction. 3 hours. The fundamentals of stage direction. Emphasis on script analysis, paper blocking, preparation of the script for actors, technicians and managers. Provides experience in directing a one-act play. 1-15-544-1-1007.

550. News Media Internship. 1-3 hours. Practical experience. A minimum of 40 hours per credit hour on local and campus publications, radio and television, excluding student publications. Prerequisite: Consent of the instructor and appropriate training. 1-15-550-3-0608.

575. Writing for Broadcasting. 3 hours. Study, analysis, and practice in writing news, publicity, and feature stories for print and broadcast media. Prerequisite: Introduction to Radio and Television 275 or permission of instructor. 1-15-575-0-0603.

576. Writing for Public Relations. 3 hours. Study, analysis and practice in writing news, publicity and feature stories for public relations media or public relations use by the media. Prerequisite: Reporting 225 or permission of instructor. 1-15-576-0-0801.

609. Professional Interviewing. 2-3 hours. Theory and practice of interviewing and being interviewed in various kinds of vocational and other situations, for teachers and for practitioners in fields such as counselling, personnel, banking, other areas of business and the professions. 1-15-609-0-1506.

622. Media Analysis and Criticism: (   ). 3 hours. Various levels of media analysis and criticism, including production analysis, sociological, critical and ideological analysis of media form and contents. Prerequisites: Introduction to Radio and Television 275 or permission of instructor. May be repeated when content is different. 1-15-622-0-0605.

624. Advanced Acting. 3 hours. Advanced study in acting with emphasis on acting theory since Stanislavsky. Laboratory work for individuals and groups in scenes, yoga, tai-chi, circus techniques, pantomime, and TA. May be taken for honors. 1-15-624-1-1007.

636. Photojournalism II. 3 hours. Photographs for publication. Advanced camera and darkroom techniques, news, sports and feature assignments, editing and layout for picture stories, theories and legal guidelines of photojournalism. Work designed for use in student or professional publications. Prerequisite: Photojournalism I 275 or permission of instructor. 1-15-636-1-0602.

640. Topics in Communication. (   ). 1-3 hours. Special investigation in the field of speech and communication. May be repeated when subject matter is different for a maximum of 6 hours. Prerequisite: By permission of instructor. 1-15-640-3-1506.

660. Project in Theatre. (   ). 2 hours. Advanced study and practical theatrical experience in a selected aspect of theatre. May be repeated if subject matter is different. 1-15-660-3-1007.

664. Advanced Stage Direction. 3 hours. Emphasis on theoretical foundations and their application to specific types and styles of plays. Prerequisite: Stage Direction 544 or consent of instructor. May be taken for honors. 1-15-664-1-1007.

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[illegible] Planning in Public Relations. 3 hours. Application of public [illegible] communication theory to strategic planning and implementation of public relations programs and campaigns. Emphasis on use of PR research in planning and evaluation of campaigns. Prerequisite: Quantitative Procedures in Communication 417, or permission of instructor. 1-15-665-0-0601

675. Broadcast Sales and Management. 3 hours. Study and analysis of commercial radio and television marketing, promotions, and business objectives. Practice in advertising and sales techniques. 1-15-675-0-0603.

676. Television Production II. 3 hours. Advanced study and application of video techniques and skills, primarily in ENG and EFP. Participation in videotaping of local cable "public access" programming, city commission meetings, and other video projects or documentaries. Prerequisite: Television Production 476 or permission of instructor. 1-15-676-0-0603.

Senior-Graduate Courses

703. Communication Disorders. 3 hours. (See Department of Special Services and Administrative Studies for course description.) 2-22-703-0-0815.

705. Classroom Communication. 1-2 hours. An analysis and application of communication theory to the classroom situation. Emphasis on the improvement of communication skills for both teachers and students at levels K-12. 1-15-705-0-1506.

709. Professional Interviewing. 2 or 3 hours. Theory and practice of interviewing and being interviewed in various kinds of vocational and other situations, for teachers and for practitioners in fields such as counselling, personnel, banking, other areas of business and the professions. 1-15-709-0-1506.

710. Creative Drama. 1-3 hours. Exploration of the principles and function of creative dramatics activities in the educational process in general, and language arts in particular, through experiential work and a concentrated study of the literature in the field. 1-15-710-0-1007.

712. Dance Movement. 2 hours. Instruction and laboratory in dance movement for class and stage. 1-15-712-1-1008.

717. Quantitative Procedures in Communication. 3 hours. Introduction to issues in data collection research design, and data analysis, with emphasis on laboratory and field settings. Prerequisite: Theories of Human Communication 329. 1-15-717-0-1506.

718. Contemporary Public Communication. 3 hours. Analysis of selected American speeches exemplifying types useful to the contemporary practitioner in public communication. May be taken for honors. 1-15-718-0-1506.

719. American Political Communication. 3 hours. Selected American political speakers, with emphasis on the persuasive strategies and the influence of their communication. Prerequisite: Speech Communication 207. May be taken for honors. 1-15-719-0-1506.

720. British Political Communication. 3 hours. Selected British political speakers, with emphasis on the persuasive strategies and the influence of their communication. Prerequisite: Speech Communication 207. May be taken for honors. 1-15-720-0-1506.

722. History of Mass Communication. 3 hours. The history of newspapers, radio, television and magazines, and the freedom of expression they represent in the United States from the Seventeenth Century to the present. Prerequisite: Consent of instructor or Introduction to the Mass Media 200. 1-15-722-0-0602.

725. Law of Mass Communication. 3 hours. Law cases and the principles they have established for the conduct of mass communication in the United States. Prerequisite: Consent of instructor or Introduction to the Mass Media 200. 1-15-725-0-0602.

729. Theories of Human Communication. 3 hours. Contemporary theoretical approaches to the multidisciplinary study of human communication. Prerequisite: Speech Communication 207. 1-15-729-0-1506.

740. Topics in Communication ( ). 1-3 hours. Special investigation in the field of speech communication. May be repeated when subject matter is different for a maximum of 6 hours. Prerequisite: By permission of instructor. 1-15-740-3-1506.

750. News Media Internship. 1-3 hours. Practical experience. A minimum of 40 hours per credit hour on local publications, radio and television, excluding student publications. Prerequisite: Consent of the instructor and appropriate training. May be taken for maximum of 3 hours. 1-15-750-2-0602.

755. Organizational Communication. 3 hours. Structure and function of communication in organizations, with emphasis on concepts and theoretic principles needed for effective management of organizational communication processes. Review of specific techniques designed to facilitate effective organizational management. 1-15-755-0-1506.

766. Applied Communication Research ( ). 3 hours. Intensive investigation of a selected aspect of applied communication. Prerequisite: Senior standing communication major or permission of instructor. May be repeated when subject matter is different. 1-15-766-1-1506.

775. Case Studies in Public Relations. 3 hours. Public relations problems of business and civic organizations. Analysis of actual and proposed solutions. Prerequisite: Public Relations 665 or Theories of Human Communication 329 or consent of instructor. 1-15-775-0-0601.

790. Internship in Applied Communication ( ). 1-4 hours. A training program providing opportunity to work with professional practitioners in such fields as broadcasting, public relations, organizational communication or theatre. Credit allowed will depend on the nature of the internship assignment. Prerequisite: Permission of the department. 1-15-790-2-0603.

Graduate Courses

803. Bargaining Communication. 1 or 2 hours. Investigation of communication theory within the bargaining setting. Emphasis is placed on bargaining technique and outcome, including both industrial and academic situations. 1-15-803-0-1506.

808. Problems in Teaching the Basic Speech Course. 1-4 hours. Problems of teaching the college course in basic speech, with particular emphasis on the evaluation of student speeches. Prerequisite: Consent of instructor. May be repeated for a total of 4 hours credit. 1-15-808-0-1506.

810. Speech Communication Teachers Conference. 1-2 hours. Content, organization, and procedures in the secondary and community college speech communication curriculum and co-curricular activities. May be repeated if subject matter is different. 1-15-810-0-1506.

811. School Publications. 3 hours. Philosophy and principles of advising and producing student newspapers, yearbooks, and magazines, along with supervising and operating photography staffs and darkrooms. Prerequisite: Introduction to the Mass Media 200 or consent of instructor. 1-15-811-0-0602.

812. School Publications Workshop. 1-3 hours. Practices of sponsoring and techniques of producing school publications. Actual participation in the process of planning and assembling the high school newspaper and yearbook. 1-15-515-0-0602.

815. Introduction to Graduate Study. 3 hours. Acquaints the student with the possibilities for research in the communication field and provides some experience in research and professional writing. 1-15-815-0-1506.

821. Philosophy and Ethics of the Mass Media. 3 hours. The application of selected principles of philosophy and ethics to the practices of the mass media. 1-15-821-0-0602.

822. Media Analysis and Criticism ( ). 3 hours. Various levels of media analysis and criticism, including production analysis, sociological, critical and ideological analysis of media form and content. Extensive review of the literature. Prerequisite: Introduction to Radio and Television 275 or permission of instructor. May be repeated when content is different. 1-15-822-0-0605.

824. Advanced Acting. 3 hours. Advanced study in acting with emphasis on acting theory since Stanislavsky. Laboratory work for individuals and groups in scenes, yoga, tai-chi, circus techniques, pantomime, and TA. 1-15-824-1-1007.

830. Persuasion in Mass Media. 3 hours. Major emphasis on the role of mass media in influencing attitude change and the various elements contributing to mass media persuasion. 1-15-830-0-1506.

834. Stage Lighting. 3 hours. Emphasis on theatrical lighting equipment, lighting control, color control and special effects. Includes application of lighting theory and design to a particular theatre problem. 1-15-834-0-1007.

840. Topics in Communication ( ). 1-3 hours. Special investigation in the field of speech communication. May be repeated when subject matter is different for a maximum of 6 hours. Prerequisite: Graduate standing. 1-15-840-3-1506.

844. Stage Costume. 3 hours. A combination of historical analysis, design and construction techniques of costume for the stage. Special emphasis on design principles, color, texture, fabric selection, design rendering techniques and preparation of a portfolio. 1-15-844-0-1007.

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848. Project in Theatre (   ). 3 hours. Advanced study and practical theatrical experience in a selected aspect of theatre. May be repeated if subject matter is different. 1-15-860-3-1007.

854. Scenic Design. 3 hours. Theory and practice in contemporary theatre scene design. 1-15-854-0-1007.

864. Advanced Stage Direction. 3 hours. Emphasis on theoretical foundations and their application to specific types and styles of plays. Prerequisite: Stage Direction 544 or consent of instructor. 1-15-864-1-1007.

865. Seminar in Applied Communication Research. 3 hours. The intensive investigation of a selected aspect of applied communication. May be repeated if subject matter is different. 1-15-865-0-1506.

867. Oral Interpretation (   ). 1-3 hours. Selected aspects of oral interpretation, such as utilization of interpretation in the elementary school, middle school, and junior high school, or methods and materials for teaching interpretation in the high school and two-year colleges. May be repeated if subject matter is different. 1-15-867-0-1506.

870. Seminar in Mass Communication: (   ). 3 hours. Intensive investigation of a selected aspect of mass communication. May be repeated if subject matter is different. 1-15-870-0-0603.

873. Seminar in Theatre. 3 hours. The intensive investigation of a selected aspect of theatre. May be repeated if subject matter is different. 1-15-873-0-1007.

875. Strategic Planning in Public Relations. 3 hours. Application of public relations and communication theory to strategic planning and implementation of public relations programs and campaigns. Emphasis on use of PR research in planning and evaluation of campaigns. Prerequisite: Quantitative Procedures in Communication 417, or permission of instructor. 1-15-875-0-0601.

880. Seminar in Public Communication. 3 hours. The intensive investigation of a selected aspect of public communication, such as rhetorical criticism, rhetorical theory, contemporary political communication, and the history of public communication education. May be repeated if subject matter is different. 1-15-880-0-1506.

881. Orientation to College Teaching. 1-3 hours. Readings and laboratory work in the classroom situation, work with instructional aids, and involvement in curriculum development, test construction, and classroom instruction. 1-15-881-1-0806.

882. College Teaching Internship. 3 hours. (See Department of Special Services and Administrative Studies for course description). Recommended for those preparing to teach in the junior college. 2-22-882-2-0806.

883. Readings in Theatre Art (   ). 1-3 hours. Directed readings and special investigations in selected areas of theatre arts. May be repeated when subject matter is different. 1-15-883-3-1007.

884. Readings in Speech Communications: (   ). 1-3 hours. Directed readings and special investigations in selected areas of speech communication. May be repeated when subject matter is different. 1-15-884-3-1506.

890. Research and Thesis. 4-6 hours. Provides experience in a high quality of research and in the organization and writing of a graduate thesis. 1-15-890-4-1506.

891. Research Problem. 1-3 hours. 1-15-891-4-1506.

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KU

School of Journalism and Mass Communications

Lee F. Young, Acting Dean
200 Stauffer-Flint Hall, (913) 864-4755
Degrees offered: B.S., M.S.

In addition to preparing students for professional careers in advertising, magazine, news, photojournalism, and radio-television, the William Allen White School of Journalism and Mass Communications acquaints future consumers of journalism in all its forms with the role, responsibilities, and problems of the mass media in society. The school strives to educate students so that they know how to communicate as well as what to communicate. The school has received unit accreditation from the Accrediting Council on Education in Journalism and Mass Communications.

Admission

Students enter the School of Journalism and Mass Communications as juniors after two years of preparatory work in the College of Liberal Arts and Sciences or another accredited liberal arts college or university.

Requirements

In order to be admitted to the School of Journalism and Mass Communications, a student must have completed the freshman/sophomore requirements, have completed 60 hours, and earned a minimum overall grade-point average of 2.5 in work completed at KU and a 2.5 in the required English courses. A student who entered college prior to the fall of 1984 must have a 2.2 grade-point average and a 2.2 in the required English courses for admission. A student who has completed 55 hours including most of the freshman/sophomore requirements and has a 3.0 grade-point average is eligible to be admitted to the school.

To be admitted the student must have:

1. Completed three courses in English composition and or literature: ENGL 101 or exemption and ENGL 102 or ENGL 105 or exemption or advanced placement and one of the following courses: ENGL 203, ENGL 205, ENGL 209, ENGL 210, ENGL 211, or ENGL 216. Students' grades must average 2.5 in these required English courses to be admitted to the school and to take the beginning writing courses in journalism (JOUR 341 or JOUR 350). Students who entered college prior to the fall of 1984 must average 2.2 in these required English courses to be admitted to the school and to take the beginning writing courses in journalism. Students who do not achieve the minimum grade-point average required may take additional English courses suggested by journalism advisers to attempt to raise their averages.

2. Demonstrated a minimum proficiency in mathematics (MATH 002 or exemption with a score of 20 or higher on the ACT test, see Mathematics). The hours earned in MATH 002 do not count toward the 124 needed for graduation.

3. Satisfied the College oral communications requirement (see Communication and Theatre): COMS 130, COMS 150, or COMS 230.

4. Successfully completed one 4- or 5-hour natural science course with laboratory, a basic course in economics (ECON 104 or ECON 140), a distribution course in the social sciences in addition to economics (designated S in the College of Liberal Arts and Sciences chapter of this catalog), and a distribution course in the humanities (designated H in the College of Liberal Arts and Sciences chapter).

A student must be able to type 25 words per minute before enrolling in the introductory writing courses, JOUR 341 or JOUR 350. The typing test is given each semester during the first day of class in each section.

Procedure

Undergraduate students who meet the admission requirements stipulated above at the University of Kansas may enroll in the School of Journalism and Mass Communications by submitting a change of school form to the Office of Admissions.

The Professional-in-Residence Program

The professional in residence teaches courses, works with staff members of the *University Daily Kansan*, and assists students with career plans.

Professionals in residence have come from top newspapers all over the United States including, in recent years, newspapers in California, Arizona, Washington, Texas, Ohio, and Minnesota.

The professional-in-residence program is made possible by a grant from the Gannett Foundation.

The Physical Plant and Facilities

Radio-Television

The broadcast laboratory is full color and broadcast quality. Students have access to ¾- and ½-inch single-camera field production systems and to post-production editing suites. The laboratory also houses a broadcast-quality full production studio. A full-time laboratory supervisor and a broadcast engineer administer the production facilities.

Radio station KJHK is a student-operated, faculty-supervised 100-watt stereo FM station. KJHK broadcasts music, news, sports, and public affairs programming to the KU and Lawrence audience. The station houses three audio production rooms in addition to the on-air studios, newsroom, and workrooms. A full-time engineer is assigned to the station. KU students also work at privately owned

The William Allen White School of Journalism and Mass Communications is named for the famous Emporia editor whose career began at KU in the 1880s.

commercial television stations in Lawrence, Topeka, and Kansas City.

Students are encouraged to seek internships at commercial and public stations, corporations, advertising agencies, and cable systems in Lawrence, Topeka, Kansas City, and many other cities around the country.

William Allen White Memorial Library

More than 5,000 journalism books as well as professional publications and copies of major national and state newspapers are available to students in the William Allen White Memorial Library in Stauffer-Flint Hall.

Additional books, magazines, and newspapers are available through the university's main library.

Placement Service

The School of Journalism and Mass Communications operates a placement office to serve students, alumni, and employers in the field of mass communications. Each year, requests for names of prospective employees are received from newspapers, magazines, advertising firms, radio and television stations, public relations offices, and many other employers in the field of mass communications. More than 400 jobs were listed with the school's placement office in 1985.

Some of the leading employers of journalism students visit the campus each year to interview prospects. Campus interviews are conducted by Kansas and Missouri newspapers and television stations and by such national or regional organizations as *The Wall Street Journal*, Gannett Newspapers, *Kansas City Star* and *Times*, *San Jose Mercury-News*, Vance Publishing Corporation, and Procter & Gamble Distributing Company.

Internships

Students in the School of Journalism and Mass Communications, especially juniors, are encouraged to work in some phase of mass communications during the summer to gain additional on-the-job experience.

The school's placement bureau assists students in locating summer jobs, both in Kansas and outside the state. More than 60 students had paid internships during the summer of 1985 with newspapers, magazines, radio and television stations, advertising agencies, government agencies, and public relations departments.

The majority of the internships were provided by employers in Kansas and the greater Kansas City area. However, in addition, students had internships with the *Philadelphia Inquirer*, *St. Petersburg Times*, *Kansas City Times*, Oregon *Statesman-Journal*, *Tulsa Tribune*, Rochester *Times-Union*, Bozell and Jacobs, *Boston Globe*, *Des Moines Register*, *Mademoiselle*, Rochester *Democrat-Chronicle*, and *Chicago Tribune*.

Students also may obtain practical experience through a mini-internship program offered between semesters or as a practicum during the regular semester. Cooperating companies in Kansas City, Topeka, Wichita, and other cities in Kansas provide opportunities for students to work part-time or for brief periods during semester breaks. Students may earn up to 2 hours of academic credit for a mini-internship or practicum. Approximately 225 students have internships for credit each year, 180 of those between semesters.

Financial Aid

All students with financial need should apply to the Office of Student Financial Aid, 26 Strong Hall. Scholarships from the School of Journalism and Mass Communications are reserved for students already enrolled in journalism classes. Students who wish to apply for scholarships offered by the School of Journalism and Mass Communications should obtain applications from 200 Stauffer-Flint Hall. The deadline for submitting these applications to Mary Wallace, assistant dean, is March 1.

See also Fees and Financial Aid in the General Information chapter of this catalog.

Organizations

Five national journalistic organizations have active chapters in the School of Journalism and Mass Communications.

Qualified students are eligible for membership in the Society of Professional Journalists, Sigma Delta Chi; Women in Communications, Inc.; Kappa Tau Alpha, honorary journalism society; Public Relations Student Society of America; and the KUAD Club, a college chapter of the American Advertising Federation.

Courses for Nonmajors

School of Education students planning to teach high school journalism should consult the School of Education chapter of this catalog for requirements.

Honors Program

The School of Journalism and Mass Communications encourages all qualified students to participate in the College Honors Program. For further information, see College Honors Program in the College of Liberal Arts and Sciences chapter of this catalog.

Regulations

For information about University of Kansas regulations, see the General Regulations chapter at the end of this catalog.

The professional-in-residence program brings outstanding practicing journalists to KU.

Bachelor of Science in Journalism

Graduation Requirements

In addition to the admission requirements listed above, the following graduation requirements must be met:

1. To qualify for the bachelor's degree in journalism the candidate must have earned at least 124 hours of college credit. This number shall be increased by enrollment in MATH 000, MATH 001, or MATH 002. This number shall also be increased by enrollment in excess of 35 hours of journalism courses, 4 hours in physical education activity courses, or 4 hours credit for military service. A student is allowed 15 miscellaneous hours. A student may take a 24-hour concentration in the School of Business or in the Department of Design in the School of Fine Arts with the approval of his or her adviser.

2. The candidate shall have earned at least a 2.5 grade-point average overall and in all journalism courses. A student who entered college prior to the fall of 1984 must earn a 2.2 grade-point average overall and in all journalism courses.

3. The student must have earned at least 40 hours of upper-division courses (junior/senior credit).

4. The student must have maintained at least a 2.5 average in courses taken since being admitted to the school (courses taken for a letter grade). A student who entered college prior to the fall of 1984 must have maintained at least a 2.2 grade-point average in courses taken since being admitted to the school.

5. The student must have attained the equivalent of 16 semester hours of college work in one foreign language, or have attained the equivalent of 10 semester hours in each of two foreign languages.

6. The student must have taken at least three courses in one department of the social sciences; three courses in one department of the humanities; and three additional courses in another department in the College of Liberal Arts and Sciences. Each group of three courses must include at least one course at the junior/senior level. Each group of three courses may include one 2-hour course. Two of the three courses must be offered for at least 3 hours of credit. Courses listed in the *Undergraduate Catalog* or *Timetable* as undesignated (U) may not be used to fill social sciences, humanities, or natural sciences groups.

Approved areas in social sciences are: anthropology, communication studies (S) in the Division of Communication and Theatre, economics, geography, human development and family life, political science, psychology, and sociology.

Approved areas in the humanities are: classics, communication studies (H) in the Division of Communication and Theatre, East Asian languages and cultures, English, French and Italian, Germanic languages and literatures, history, history of art, humanities, linguistics, music history, philosophy, religious studies, Slavic languages and literatures, Spanish and Portuguese, and theatre and media arts (H) in the Division of Communication and Theatre.

Area studies programs that offer at least three designated courses may be taken to fulfill one of the required blocks. Students also may elect to take the third block of courses in one of the natural sciences or in mathematics.

7. The student must have completed W C 104 and W C 105 Western Civilization I and II. Students may meet the Western Civilization requirement by completing a comprehensive examination, W C 120 (4 credit hours), provided they obtain the permission of the Western Civilization Program. Students must satisfy the requirement at the earliest possible date, starting with the first semester of the sophomore year. Students who are admitted before they have completed Western Civilization must enroll in the course each semester until the requirement is met.

8. The student must have met the requirements listed by the School of Journalism and Mass Communications. Transfer students must meet the equivalent of those requirements, as outlined above.

9. The student must file an application for degree card early in his or her final semester.

10. Students must complete a minimum of 30 hours in residence after being admitted to the School of Journalism and Mass Communications.

The primary responsibility for meeting graduation requirements rests with the student.

Concentrations

Students may earn concentrations in Business or Visual Communication if these complement their majors in journalism. Students interested in one of these concentrations should see an academic adviser in the School of Journalism and Mass Communications to obtain the list of required courses and further details.

Advising

Prospective students are advised by the associate or assistant dean, and during Early Enrollment periods, by designated faculty members. A journalism advising center is open for prejournalism students in the second week of Early Enrollment advising each semester. Each student admitted to the school is assigned to a faculty member in his or her major sequence. Advisers assist in selecting courses and arranging schedules, and discuss career opportunities. Contact the school office, 200 Stauffer-Flint Hall, for advising information or appointments.

Freshman/Sophomore Preparation

Freshman and sophomore students planning to pursue journalism degrees should complete the requirements for admission to the school described above and also should make progress toward completing the foreign language, area distribution, and Western Civilization requirements (graduation requirements 5, 6, and 7). Freshman/sophomore students also may begin work in their major fields. Students should see a journalism adviser for assistance in selecting the appropriate courses.

Course Requirements for All Sequences

All journalism students must complete one of the following courses with a grade of 2.0 or better to remain in good standing in the school. If a student fails to do this, the course must be taken again. If a grade of 2.0 or better is not attained on the second attempt, the student will be dropped from the school.

JOUR 350 Reporting I **or**
JOUR 341 Promotional Writing (for students in the advertising sequence)

Candidates for a Second Undergraduate Degree

If a student has earned a B.A. or B.S. degree and wishes to earn a second undergraduate degree in journalism, he or she will be expected to meet the school's area distribution requirement, the foreign language requirement, and journalism requirements, and to complete a minimum of 65 hours in the College of Liberal Arts and Sciences. A candidate for a second undergraduate degree must have earned a minimum grade-point average of 2.5 in previous college work in order to be admitted to the school.

Majors

Advertising

The school's advertising sequence prepares students for careers in newspaper, agency, company, and other areas of the many-faceted advertising field.

Admission. Students who plan to study advertising may enroll in JOUR 240, JOUR 341, and JOUR 342, provided they meet the prerequisites, prior to admission to the school. The other required courses in the advertising sequence are open only to students admitted to the School of Journalism and Mass Communications and to business and fine arts majors who are earning advertising concentrations.

Degree Requirements for the Advertising Sequence. The following courses (22 hours) are required of all students in the advertising sequence:

JOUR 240 Elements of Advertising	3
JOUR 341 Promotional Writing	3
JOUR 342 Marketing and the Mass Media	3
JOUR 442 Advertising Research **or**	
JOUR 548 Advertising Management	3
JOUR 446 Advertising Copy and Layout	3
JOUR 544 Advertising Media Strategy	3
JOUR 640 Advertising Campaigns	4

In addition, the student must take at least 6 more journalism hours to meet the 28-hour minimum for graduation. No more than 35 hours in journalism may be taken unless the student has more than 124 hours to graduate. Each journalism hour taken above the 35-hour maximum adds one hour to the 124-hour total required for graduation.

KU has the most extensive first issue magazine collection in the country, including a 40,000-piece collection of artwork from *Esquire* magazine. The School of Journalism and Mass Communications is the official repository for first issues for the Magazine Publishers Association.

Magazine

The purpose of this sequence is to prepare students for careers in the magazine field.

Students in magazine are required to take the news core curriculum of 15 hours, as follows:

JOUR 350 Reporting I	3
JOUR 450 Reporting II	3
JOUR 451 Editing	3
JOUR 601 Law of Communications	3
JOUR 653 History of American Journalism	3

and the following required magazine courses (9 hours):

JOUR 660 Magazine in American Society	3
JOUR 661 Magazine Layout and Production	3
JOUR 662 Magazine Article Writing (3) **or**	
JOUR 663 Magazine Publishing Management (3)	3

In addition to the requirements, students may elect to take any courses in the journalism curriculum that attract their interest. At least 4 credit hours of such electives must be taken.

Students in the magazine sequence will be encouraged to take JOUR 310 Photojournalism I or JOUR 240 Elements of Advertising, depending on their areas of interest. Students gain practical experience to supplement their academic preparation by working on the *Jayhawk Journalist*, the school magazine.

News

Students interested in careers in newspaper reporting, editing, or management, in community journalism, or in public relations would enroll in the school's news sequence.

Degree Requirements for the News Sequence. Students are required to complete the 15-hour core curriculum plus one area of emphasis.

Core Requirements (15 hours)

JOUR 350 Reporting I	3
JOUR 450 Reporting II	3
JOUR 451 Editing	3
JOUR 601 Law of Communications	3
JOUR 653 History of American Journalism	3

Newspaper Emphasis. In addition to the core curriculum, students in the newspaper emphasis take from 13-20 additional hours. The following are recommended:

JOUR 310 Photojournalism I	3
JOUR 650 Advanced Reporting	1-4
JOUR 651 Advanced Editing	1-4
(No student may enroll for more than a 6-hour combination of JOUR 650 and JOUR 651.)	
JOUR 652 Public Affairs Reporting	3
JOUR 656 Newspaper Management	3
JOUR 658 Editorial and Interpretative Writing	3

Students planning careers as newspaper reporters and editors are encouraged to take JOUR 650, JOUR 651, JOUR 656, and JOUR 658.

A student in the news sequence also may elect to specialize in international communications, in which case he or she would fulfill the core requirements in the news sequence, then enroll in JOUR 602 International Communications and Foreign Affairs. Beyond this, a minor in one of the university's area studies programs, such as East Asian or Latin American, is advised, thus enabling the student to develop competence in a foreign area specialization as well as mass communication skills.

Community Journalism Emphasis. The purpose of this emphasis is to prepare students for careers on weekly or suburban newspapers. Students will take the 15-hour core curriculum of the news sequence and the following required courses (15 hours):

JOUR 240 Elements of Advertising	3
JOUR 310 Photojournalism I	3
JOUR 446 Advertising Copy and Layout	3
JOUR 449 Sales Strategy	3
JOUR 656 Newspaper Management	3

Students in the community journalism emphasis may substitute JOUR 650, JOUR 651, JOUR 652, or JOUR 658 for JOUR 653.

In addition, students will be required to take a minimum of 15 hours in the School of Business, including the following required courses:

BUS 240 Financial Accounting I	4
BUS 479 Organizational Behavior	4
BUS 602 Legal Aspects of Business	4
BUS 655 Personnel Management	3

Students in the community journalism emphasis are required to take ECON 140 instead of ECON 104, PSYC 104 and PSYC 260, and MATH 101 or equivalent, since those are prerequisites for the required business courses.

Public Relations Emphasis. The public relations curriculum acquaints students with the role, social responsibilities, and potential of public relations in today's society. It provides a knowledge of the communications skills needed for effective public relations programs for business, industry, institutions, and associations.

Students will take the 15-hour core curriculum of the news sequence and the following required courses (9 hours):

JOUR 240 Elements of Advertising	3
JOUR 342 Marketing and the Mass Media	3
JOUR 320 Public Relations	3

In addition to the requirements, students will take a minimum of 4 credit hours and a maximum of 11 credit hours of elective courses in journalism, selected with the approval of their advisers. The following courses are strongly recommended for students in the public relations emphasis: JOUR 620 Public Relations Seminar, JOUR 660 Magazine in American Society, and JOUR 661 Magazine Layout and Production.

Students who concentrate in the public relations emphasis must take a minimum of 12 hours in psychology, sociology, and/or human relations.

Photojournalism

In addition to providing professional competence in photography, the school's photojournalism sequence is aimed at providing each student with reporting and editing skills.

Equipment. Students may expect to pay laboratory fees, and those enrolling in advanced photojournalism sections will be expected to provide their own cameras.

Degree Requirements for the Photojournalism Sequence. The following courses are required of all students in the photojournalism sequence (23 hours before spring semester 1987; 24 hours effective spring 1987):

JOUR 310 Photojournalism I	3
JOUR 316 Words and Pictures	3
JOUR 350 Reporting I	3
JOUR 410 Photojournalism II (2 credit hours before spring semester 1987; 3 credit hours effective spring 1987)	3
JOUR 411 Photojournalism III	3
JOUR 450 Reporting II	3
JOUR 451 Editing	3
JOUR 601 Law of Communications	3

Beyond the required courses, students must take 5 hours of elective courses to meet the minimum of 28 hours in journalism.

It is urged that the student take hours totaling as close to the 35-hour maximum as possible.

Radio-Television

Students interested in careers in broadcast news, broadcast sales, broadcast promotion, corporate television, and commercial production would enroll in the school's radio-television sequence.

Core Requirements for All Emphases. (9 hours)

JOUR 240 Elements of Advertising	3
JOUR 280 Introduction to Radio, Television, and Their New Technologies	3
JOUR 350 Reporting I	3

Broadcast News Emphasis. In addition to the core requirements, students in the broadcast news emphasis must complete the following courses (18 hours):

JOUR 390 Broadcast News I	3
JOUR 490 Broadcast News II	3
JOUR 601 Law of Communications	3
JOUR 690 Advanced Broadcast Reporting	3
JOUR 694 History and Criticism of Broadcasting **or**	
JOUR 653 History of American Journalism	3
JOUR 790 Special Projects in Broadcast Journalism	3

Radio students operate KJHK-FM and have opportunities to work at KANU-92, the university's powerful FM station.

Students must complete a minimum of 1 additional hour of journalism to meet the minimum requirement of 28 hours.

Broadcast Sales Emphasis. In addition to the core requirements, students in the broadcast sales emphasis must complete the following courses (21 hours):

JOUR 342 Marketing and the Mass Media	3
JOUR 387 Introduction to Writing and Producing Radio and TV Commercials	3
JOUR 449 Sales Strategy	3
JOUR 544 Advertising Media Strategy	3
JOUR 649 Media Sales **or**	
JOUR 687 Commercial Production	3
JOUR 694 History and Criticism of Broadcasting **or**	
JOUR 653 History of American Journalism	3
JOUR 749 Sales Management **or**	
JOUR 790 Special Projects in Broadcast Journalism	3

Broadcast Promotion Emphasis. In addition to the core requirements, students in the broadcast promotion emphasis must complete the following courses (21 hours):

JOUR 342 Marketing and the Mass Media	3
JOUR 387 Introduction to Writing and Producing Radio and TV Commercials	3
JOUR 449 Sales Strategy	3
JOUR 544 Advertising Media Strategy	3
JOUR 686 Broadcast Promotion	3
JOUR 694 History and Criticism of Broadcasting **or**	
JOUR 653 History of American Journalism	3
JOUR 749 Sales Management **or**	
JOUR 790 Special Projects in Broadcast Journalism	3

Corporate Television Emphasis. In addition to the core requirements, students in the corporate television emphasis must complete the following courses (18 hours):

JOUR 320 Public Relations	3
JOUR 342 Marketing and the Mass Media	3
JOUR 390 Broadcast News I	3
JOUR 490 Broadcast News II	3
JOUR 689 Corporate Television	3
JOUR 790 Special Projects in Broadcast Journalism	3

Students must complete a minimum of 1 additional hour of journalism to meet the minimum requirement of 28 hours.

Commercial Production Emphasis. In addition to the core requirements, students in the commercial production emphasis must complete the following courses (21 hours):

JOUR 342 Marketing and the Mass Media	3
JOUR 387 Introduction to Writing and Producing Radio and TV Commercials	3
JOUR 449 Sales Strategy	3
JOUR 544 Advertising Media Strategy	3
JOUR 687 Commercial Production	3
JOUR 694 History and Criticism of Broadcasting **or**	
JOUR 653 History of American Journalism	3
JOUR 749 Sales Management **or**	
JOUR 790 Special Projects in Broadcast Journalism	3

Journalism Courses

J 2350 JOUR 1.1.0602

JOUR 104 Communications in Society (3). An introductory course designed to acquaint the prejournalism student, the student considering entering the School of Journalism, and the student taking the course as an elective, with the various media for communicating public information. Newspapers, magazines, radio, television, trade publications, public relations and the motion picture field are surveyed. Course consists of lectures on their special fields by faculty members and by guest experts. Considerable reading and analytical projects on these media also are assigned. Not open to seniors. (Effective spring 1987.) 00 06 01

JOUR 240 Elements of Advertising (3). A survey, descriptive and historical, of the whole field of advertising. A study of the functions of advertising and its organization as a business. Designed for students interested in any line of business as well as for those intending to continue the study of advertising itself. Not open to seniors. (Effective spring 1987.) 00 06 04

JOUR 280 Introduction to Radio, Television and Their New Technologies (3). A survey of the field from traditional, transmitted radio and television to the emerging new technologies such as satellites, cable TV and teletext. Included will be a historical perspective, an overview of technology and an examination of the social implications of the changing media environment. (Same as THMA 280.) Not open to first semester freshmen or to seniors. (Effective spring 1987.) 10 06 03

JOUR 310 Photojournalism I (3). (Open only to students preparing to enter, or already enrolled in, the School of Journalism and journalism-education majors.) An introduction to the basic principles of news photography. Course work includes taking, developing, and printing news and feature pictures for the mass media. Permission of the instructor is required for freshmen and sophomores. 10 06 02

JOUR 316 Words and Pictures (3). Editing for visual impact with emphasis on communication as the prime function of pictures in journalism. Picture selection and use. Layout and design of headlines, copy, graphics and pictures for publication. Prerequisite: JOUR 350 completed with a 2.0 GPA. 10 06 02

JOUR 320 Public Relations (3). Survey of general public relations objectives and problems using guest lecturers and case studies. Effective tools and media utilized in reaching the various publics. 00 06 01

JOUR 341 Promotional Writing (3). For advertising majors. Basic principles of English and news writing applied to advertising areas of promotion, publicity, and public relations. Case studies provide practice in writing media releases. Prerequisite: Satisfactory completion of English requirement and satisfactory grade in typing test. 10 06 02

JOUR 342 Marketing and the Mass Media (3). Explanation of the functions of marketing in business and communications, and the means by which various marketing functions are utilized in the mass media. Will not count toward a School of Business degree. Prerequisite: ECON 104 or ECON 140 and MATH 002 or equivalent. 00 06 01

JOUR 350 Reporting I (3). (Advertising majors will enroll in JOUR 341.) The role of the reporter in communicating public intelligence. Basic principles of news writing. Copy to be typewritten. Prerequisite: Satisfactory completion of English requirement and satisfactory grade in typing test. 10 06 02

JOUR 387 Introduction to Writing and Producing Radio and TV Commercials (3). Emphasis on information gathering, writing, and producing radio and TV commercials, PSA's and promos. Also includes basic radio and TV audio-visual production techniques. Prerequisite: JOUR 240, JOUR 280, and JOUR 350 completed with a 2.0 GPA. JOUR 350 may be taken concurrently. 10 06 03

JOUR 388 Laboratory in Radio (1). A laboratory course designed to give a student experience under station operation conditions. The student will perform in selected staff assignments on the FM station, KJHK. Prerequisite: JOUR 280. 10 06 03

JOUR 390 Broadcast News I (3). Reporting, writing

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and editing the news for broadcast. Emphasis on the use of audio tape recording, video camera shooting in the field, and video editing. Preparing radio and TV news stories. Students must have access to an audio cassette recorder. Prerequisite: JOUR 280 and JOUR 350 completed with a 2.0 GPA. 00 06 03

JOUR 394 Elements of Music Programming (3). A lecture-laboratory course examining the various music programming formats and techniques used in radio, with emphasis on classical, Broadway, film, jazz, popular and operatic formats. The student will write and produce programs in two or more of the formats. Prerequisite: JOUR 280. 00 06 03

JOUR 406 Directed Studies in Journalism (1-2). For undergraduates who need to pursue special projects of production or research that are not a part of a regular course. Permission of instructor is required before the student enrolls. Limit of two hours enrollment in a student's total course work. Prerequisite: 2.50 grade point average overall and in Journalism. 30 06 02

JOUR 407 Practicum in Journalism (Professional) (1-2). Practical experience in journalism in a supervised professional setting for which the student does not receive pay. Students enrolled in the course receive credit for professional experience in advertising, news-editorial, radio-television and photojournalism. Supervision is provided by the employer offering the professional experience. Credit hours will be graded on satisfactory/unsatisfactory basis. Enrollment requires the consent of the instructor arranging the practicum and of the dean. Limit of two hours enrollment in practicum (JOUR 407) in a student's total course work. No student may have more than 4 hours total in JOUR 406, JOUR 407, and JOUR 408. Prerequisite: Students should check with the School office for a listing of specific course prerequisites required for each area of study. 20 06 02

JOUR 408 Practicum in Journalism (Academic) (1-2). Practical experience in journalism in a supervised academic setting for which the student does not receive pay. Students enrolled in the course receive credit for practical experience in advertising, news-editorial, radio-television and photojournalism. Supervision is provided by the instructor offering the practicum. Credit hours will be graded on a letter grade basis. Enrollment requires the consent of the instructor offering the practicum and of the dean. Limit of two hours enrollment in practicum (JOUR 408) in a student's total course work. No student may have more than 4 hours total in JOUR 406, JOUR 407, and JOUR 408. 20 06 02

JOUR 410 Photojournalism II (2 hours before spring 1987; 3 hours effective spring 1987). In-depth study of photojournalism today, including production of picture stories, picture essays, and feature pictures. Work will be included involving production of several special sections of the daily newspaper. Special legal problems involving photojournalism also will be covered. Prerequisite: JOUR 310 or approval of instructor. 10 06 02

JOUR 411 Photojournalism III (3). Imaginative use of the camera in taking difficult photographs of top reproduction quality. Problems of the working photojournalist. Assignments on a media deadline basis. Critiques and class discussion. Prerequisite: JOUR 410. 10 06 02

Students are admitted to the School of Journalism and Mass Communications as juniors.

JOUR 412 Advertising Photography (2). Photographic work aimed toward equipping the photojournalist with skills to handle those assignments which he may encounter involving the selling approach. Projects include exercises in production of photographs for advertising accounts, theory, and approaches in advertising photography. Prerequisite: JOUR 310, JOUR 410, or approval of instructor. 10 06 04

JOUR 442 Advertising Research (3). (Open only to journalism majors and business and fine arts majors with concentrations in advertising.) Scientific method: experimental research designs; survey research designs; collecting secondary data; collecting primary data; sampling; statistical background; analysis and presentation of research results; applications of research to advertising; practical research project; case discussions. Prerequisite: JOUR 240 and JOUR 342. 00 06 04

JOUR 446 Advertising Copy and Layout (3). (Open only to journalism majors and business and fine arts majors with concentrations in advertising.) Principles and techniques of copywriting and layout for a variety of products and services in a variety of media. Creative principles, audience and product analysis, copyfitting and copy mark-up, principles of layout design, graphic production techniques, specification of type, and techniques of visualization. Prerequisite: JOUR 240, JOUR 341 or JOUR 350 completed with a 2.0 GPA. 10 06 04

JOUR 447 Newspaper Advertising (3). A study of the advertising problems of the retail merchants; advertising media for the retailer; determining advertising expenditures. Practical laboratory work on the University Daily Kansan in newspaper advertising for retail dealers. Prerequisite: JOUR 446 or consent of instructor. 10 06 04

JOUR 449 Sales Strategy (3). This course is designed to acquaint students with the principles used in selling advertising time and/or space for all media. The basic objective of the course is to familiarize students with commonly used and practiced selling concepts to prepare them for positions in advertising account work, advertising space sales, advertising time sales, or other related sales/sales management positions. Emphasis will be placed on basic sales theory and on the sales approach and sales presentation. Extensive use will be made of video equipment to evaluate and critique sales approaches and presentations. Skilled professionals from the sales-marketing area will also be brought in for critiques and presentations to the class. Prerequisite: JOUR 240 or JOUR 280; JOUR 341 or JOUR 350 completed with a 2.0 GPA or consent of instructor. 00 06 04

JOUR 450 Reporting II (3). News gathering and news writing. The social, legal, and moral rights and responsibilities of the reporter. The obstacles to the communication of public intelligence and the means to surmount them. Prerequisite: JOUR 350 completed with a 2.0 GPA. 10 06 02

JOUR 451 Editing (3). News selection, preparation, display. Revision of principles of grammar, logic, rhetoric. Editing of local copy, wire copy. Headlines. Make-up. News judgment. Use of standard reference books. Prerequisite: JOUR 350 completed with a 2.0 GPA. 10 06 02

JOUR 452 Newspaper Production (2). Instruction in the physical production of a newspaper, including copy and picture preparation, makeup, the mechanical stages leading to the final printed product. Includes some emphasis on electronic technology in modern newspaper production. Prerequisite: JOUR 350 completed with a 2.0 GPA. 10 06 02

JOUR 456 Science Writing for the Media (3). Concentrated study and intensive writing so that students may learn to gather and write the news of medicine, science, and technology and make that news understandable to a mass audience. Prerequisite: Consent of instructor. 00 06 03

JOUR 482 Basic Television Production (3). Production-direction theory and operations: Preproduction planning, scripting, directing, audio production, video lighting, and camera and switcher operations for various formats. Lecture-laboratory. Prerequisite: JOUR 280. 10 06 03

JOUR 488 Advanced Media Studies: Broadcasting and Film (1-2). The utilization of advanced principles of operation, programming, and production. Through choice of the appropriate course sections the student may participate as an intern at specific area stations or production companies. The students will be expected to complete a specified number of hours of work under the evaluation of the company staff and the university faculty, and there will be regular evaluation sessions. The course (but not specific sections) may be repeated. Section 1: KJHK Management. Section 2: Television Production. Section 3: KJHK News. Section 4: KANU Production. Section 5: Audio Reader. Prerequisite: Consent of instructor. 20 06 03

JOUR 490 Broadcast News II (3). Advanced study of reporting, writing, and editing the news for broadcast. Prepare stories for air on radio and TV outlets, work shifts in radio and/or TV newsrooms. Prerequisite: JOUR 390. 10 06 05

JOUR 544 Advertising Media Strategy (3). (Open only to journalism majors and business and fine arts majors with concentrations in advertising.) Course will acquaint students with the problems and procedures involved in the evaluation and selection of mass media for advertising. The primary goal is a thorough understanding of the media themselves; how they are utilized in advertising, the information resources available, and experience in actual media evaluation and selection. A secondary goal is to prepare students for employment as media buyers. Prerequisite: JOUR 240 and JOUR 342. 00 06 04

JOUR 548 Advertising Management (3). (Open only to journalism majors and business and fine arts majors with concentrations in advertising.) An examination and study of the theoretical foundations and practical implications of decision theory as they relate to planning and decision making in advertising. The study of the use of decision principles and models in formulating advertising strategies and tactics. An analysis of case studies of actual advertising situations and how such situations were or might have been handled. Prerequisite: JOUR 240 and JOUR 342 or equivalent. 00 06 04

JOUR 600 School Journalism and Publications (2). (Open only to education majors.) A study of the use of publications in the teaching of secondary school journalism, and analysis of problems in supervising school newspapers, magazines, and yearbooks. Staff organization, writing and editing, make-up, typography, advertising, illustrations. Lectures, projects, practice assignments, and directed study of newspapers, yearbooks, and latest teaching materials. 00 06 02

Journalism students publish the *University Daily Kansan*, the campus newspaper, and the *Jayhawk Journalist*, the school magazine.

JOUR 601 Law of Communications (3). This course is designed to examine the historical background of the concepts of freedom of speech and freedom of the press and the limitations that have been imposed on them by statute and by common law. The case study approach is used, but the emphasis is on the principles and the philosophy that underlie the landmark cases. 00 06 01

JOUR 602 International Communications and Foreign Affairs (3). Channels of international communications and news gathering agencies. Factors affecting flow of news throughout the world. Role of foreign correspondents. Relation of communications to foreign affairs and international understanding. 00 06 01

JOUR 603 Foreign Communications Systems (3). Communications systems in the democratic and totalitarian nations. Environmental factors affected by, and affecting, these systems. Examination of representative media. 00 06 01

JOUR 613 Chromatic Photojournalism (1-4). An intensive study of the basics of color photography and their relationship to the practice of photojournalism today. Students will take and develop color slides of journalistic situations, develop and print color negatives, and learn how color separations are made for news reproduction. Prerequisite: JOUR 310, JOUR 410, JOUR 411, and permission of instructor. 10 06 02

JOUR 620 Public Relations Seminar (3). An applied course, with emphasis on laboratory exercises on the planning and development of public relations assignments and campaigns, on discussion of purposive communication problems, and on learning the use of various public relations techniques, tools and skills. Prerequisite: JOUR 320, JOUR 450, and consent of instructor. 90 06 01

JOUR 640 Advertising Campaigns (4). (Open only to journalism majors and business and fine arts majors with concentrations in advertising.) A study of the many facets of advertising campaign planning; fact gathering and research budgeting, media strategy and selection, creative strategy and execution. A student term campaign project is sponsored by an advertiser and its agency. Studies by case method. Prerequisite: JOUR 342, JOUR 446, JOUR 544, and either JOUR 442 or JOUR 548. 00 06 04

JOUR 644 Advanced Problems in Advertising Copy and Layout (3). (Open only to seniors and graduate students.) Lectures, discussions, and critiques of assignments will involve advanced problems in ad copy and layout. Assignments will be more comprehensive and in addition to consumer goods, copy will include trade, industrial, and corporate identity problems. Field trips may be taken to include the advertising department of a manufacturer, a copy department of an advertising agency, and the copy and art department of a large newspaper. Prerequisite: JOUR 446 and consent of instructor. 90 06 04

JOUR 649 Media Sales (3). A study of the sales aspects of media including discussion of rates, ratings, marketing, programming, regulation, ethics, and station operations. Lab work in sales at KJHK. Prerequisite: JOUR 449 and JOUR 387 or JOUR 390. 00 06 03

JOUR 650 Advanced Reporting (1-4). Supervised interpretive and investigative reporting for the University Daily Kansan. Critiques of reporting and writing in personal interviews with the instructor. Prerequisite: JOUR 450 and consent of instructor. 10 06-02

JOUR 651 Advanced Editing (1-4). Criticism of editing, news judgment, headlines, make-up in contemporary newspapers. Work on the copy desk of the University Daily Kansan. No student may enroll for more than a six-hour combination of JOUR 650 and JOUR 651. Prerequisite: JOUR 451 and consent of instructor. 10 06 02

JOUR 652 Public Affairs Reporting (3). An advanced study of problems in reporting judicial and legislative proceedings, governmental, business, and urban affairs. Emphasis will be on developing skills in reporting public affairs issues. Prerequisite: Senior-standing, ten hours of journalism including JOUR 350 completed with a 2.0 GPA or consent of instructor. 00 06 02

JOUR 653 History of American Journalism (3). A historical survey of American journalism; the subject as related to technical and other developments within the newspaper industry and to economic, political, and other tendencies, in American society. 00 06 02

JOUR 654 Propaganda and Censorship (3). Analysis and understanding of the nature of propaganda, censorship and public opinion formation in the mass media. Prerequisite: Senior standing. 00 06 02

JOUR 655 Critical Writing (3). The art and craft of writing cultural critiques for the news press. Criticism of books, theatre, motion pictures, radio, television, art, music, sports and other forms of popular culture, including the press itself. Guest lectures by specialists. Prerequisite: JOUR 451 and consent of instructor. 00 06 02

JOUR 656 Newspaper Management (3). An examination of problems and situations the student may confront in the newsroom and in other departments of a newspaper. The interaction of newspaper executives and staff members and an understanding of new production processes are emphasized. The course also deals with the newspaper as a corporation and the decision-making responsibilities of newspaper executives. Prerequisite: JOUR 450 and JOUR 451 or consent of instructor. 00 06 02

JOUR 657 The American Press (3). Journalism in the United States; a selective examination of problems, issues, developments in recent times. Special consideration of the press and government, foreign correspondence, distinguished journalists and distinguished publications. 00 06 02

JOUR 658 Editorial and Interpretative Writing (3). Writing editorial and interpretative articles; editorial thinking and research; practice in understanding and evaluating contemporary problems and relating them to history and the other humanities and social sciences. Prerequisite: JOUR 350 completed with a 2.0 GPA or consent of instructor. 00 06 02

JOUR 660 The Magazine in American Society (3). History of the magazine in American journalism; its role in modern communications. A survey of various classifications of magazines and their audiences. Organizations of staff and publishing operations, including financing, circulation, advertising. Term project: Preparation of a prospectus and dummy for a magazine. Prerequisite: JOUR 446 or JOUR 350 (effective spring 1987), or consent of instructor. 00 06 02

JOUR 661 Magazine Layout and Production (3). The planning and production of a magazine, including scheduling, layout, reporting and editing, graphic reproduction. Actual practice on a magazine staff. Prerequisite: JOUR 660 or consent of instructor. 10 06 02

JOUR 662 Magazine Article Writing (3). Intensive study and practice in writing feature articles for magazines, with emphasis on specialization for the various types of periodicals. Includes magazine editing procedures. Students will submit articles for possible publication. Prerequisite: JOUR 450. 00 06 02

JOUR 663 Magazine Publishing Management (3). This course is designed for the student with a serious interest in the management aspects of magazine publishing. It emphasizes such matters as sources of revenue and budgeting, circulation promotion, fulfillment and auditing; advertising promotion and sales, staffing, postal regulations and production costs. Students will be required to prepare a complete operations plan for the launching of a new magazine and for its first three years of publication. Prerequisite: JOUR 660 and JOUR 661, or consent of instructor. 00 06 02

JOUR 686 Broadcast Promotion (3). The study, analysis, and use of the components of promotion for a broadcasting operation—primarily its news and sales departments. Guests, lectures, and projects will be used to demonstrate the process of promoting an idea from the planning stage through implementation. This course will focus on promotion through the use of the electronic media. Prerequisite: JOUR 490. 00 06 05

JOUR 687 Commercial Production (3). Advanced work in the planning, budgeting, shooting, writing and editing of radio and TV commercials. Both field work and studio work will be included. Commercials will air on radio and TV stations. Prerequisite: JOUR 387 and JOUR 649 or departmental permission. 00 06 03

JOUR 689 Corporate Television (3). The study of the field and functions of non-broadcast television; that is, the use of video by business, educational, medical, governmental and non- profit organizations. Students will plan and produce typical video materials, such as training tapes, employee orientations, community relations, new product demonstrations and self-paced instructional programs, designed for both internal and external audiences. Prerequisite: JOUR 490. 00 06 05

JOUR 690 Advanced Broadcast News (3). General assignment reporting for radio and/or TV news outlets under the supervision of broadcast faculty. Classroom work and readings focus on ethical and legal issues as well as advanced interviewing, reporting, writing and packaging techniques. Prerequisite: JOUR 490. 10 06 05

JOUR 691 Radio Programming and Operations (3). An advanced lecture course examining the programming and operations techniques used in radio. Students will learn various radio formats, analyze ratings and market research, and study sales, marketing and promotional techniques, FCC rules and regulations, internal station organization and staff functions and responsibilities. Prerequisite: JOUR 449. 00 06 03

JOUR 692 Cable Television (3). An advanced course designed to acquaint the student with the various aspects of cable television from the "passthrough" of broadcast signals to today's sophisticated industry. Included are areas such as regulation, "narrowcasting," the satellite impact, two-way cable, direct broadcast satellites and other issues. Prerequisite: JOUR 449 00 06 03

JOUR 693 Television Programming (3). Advanced analysis and planning of television station programming structures and schedules. The role of programming in broadcasting, factors that affect programming, general concepts of station programming, applications of audience research. Public service broadcasting. Prerequisite: JOUR 449. 00 06 03

JOUR 694 History and Criticism of American Broadcasting (3). An examination of the history and development of the commercial broadcasting system in the United States; comparison with foreign systems of broadcasting and an analysis of contemporary criticism and trends. (Same as THMA 694.) 00 06 05

JOUR 698 American Broadcasting (3). A study of current issues, problems, and future developments in the electronic media. Prerequisite: Senior standing and 18 hours of Journalism including JOUR 601 and JOUR 653 or JOUR 694. 00 06 03

JOUR 749 Sales Management (3).

JOUR 790 Special Projects in Broadcast Journalism (3).

JOUR 799 Survey of the Mass Media and Popular Culture (3).

School of Nursing

Doris Geitgey, Dean
107 Hinch Hall, (913) 588-1601
The University of Kansas Medical Center
Kansas City, Kansas
Degrees offered: B.S.N., M.N., Ph.D., Certificate Nurse Practitioner

The educational components of the School of Nursing undergraduate program are a broad foundation in the liberal arts and sciences and a concentration in the nursing major. Registered nurses may request credit through the credit-by-examination program. The requirements for graduation as outlined are the same for all students who enter the program.

High-school Preparation

High-school students who are planning to enter the baccalaureate program in nursing are encouraged to follow a general college preparatory course of study. Such a course usually emphasizes basic preparation in English, a foreign language, mathematics, natural science, and social studies.

Admission

Students enter the nursing program after two years (62 semester credit hours) of preparatory work in an accredited liberal arts college with a minimum grade-point average of 2.5. Each student must meet the freshman/sophomore requirements of the particular college they attend in order to ensure the attainment of general educational objectives. Admission to the school is on a competitive basis.

Prenursing Advising

A prenursing adviser is available by appointment one day each week during the fall and spring semesters in the Advising Support Center, 4017 Wescoe Hall, on the Lawrence campus. This adviser can give information about the nursing profession

Wichita State University

629. A History of Tudor and Stuart England. (3). Examination of the fundamental political, social, economic, intellectual and religious developments in English history from 1485 to 1714. A 18 629 0 2205

632. 18th Century Great Britain. (3). From the accession of William and Mary to the French Revolution. A 18 632 0 2205

634. 19th Century Great Britain. (3). From the French Revolution to the death of Queen Victoria. A 18 634 0 2205

680 & 681. History of Science. (3 & 3). *680* ancient and medieval science from its beginnings in the Near East to the end of the Middle Ages. *681* rise of modern science from its first formative steps in the medieval world to the 20th century. A 18 680 0 2205 & A 18 681 0 2205

682. Social and Environmental History of Science and Technology. (3). An examination of the social and environmental implications of the development of science and technology from its earliest beginnings to the present day. A 18 682 0 2205

683. Military History. (3). Major military developments and the conduct of war from antiquity to the mid-20th century. A 18 683 0 2205

685. History of Military Thought. (3). Historical review and appraisal of the military thought of such theorists as Machiavelli, Clausewitz, Mahan, Douhet, Liddell Hart and Mao Tse-Tung. A 18 685 0 2205

698. Historiography. (3). Review of the major schools of historical thought, philosophies of history and eminent historians from the ancient world to the present. This course is required of history majors. A 18 698 0 2205

725. Advanced Historical Method. (3). Review of basic historical research methods, the general character of field bibliographies and recent interpretations and the techniques of professional narrative development. Required of graduate degree students during their first year of enrollment. Prerequisite: departmental consent. A 18 725 0 2205

729. Seminar in American History. (3). Repeatable for credit. Prerequisite: departmental consent. A 18 729 9 2205

730. Seminar in American History. (3). Repeatable for credit. Prerequisite: departmental consent. A 18 730 9 2205

733. Seminar in European History. (3). Repeatable for credit. Prerequisite: departmental consent. A 18 733 9 2205

734. Seminar in European History. (3). Repeatable for credit. Prerequisite: departmental consent. A 18 734 9 2205

750. Workshop in History. (1-3). Repeatable for credit but does not satisfy requirements for history majors. A 18 750 2 2205

Courses for Graduate Students Only

801. Thesis Research. (2). A 18 801 4 2205

802. Thesis. (2). A 18 802 4 2205

810. Special Topics in History. (1-3). Open only to graduate students. Repeatable for credit to a maximum of four hours. A 18 810 3 2205

Interdisciplinary Liberal Arts and Sciences Program

Lower-Division Courses

222Q. East Asia. (3). A survey of basic topics on China, Korea and Japan, covering the period from 5000 B.C. to the present, including geography, prehistory, history, culture, anthropology, society, philosophy, religion, politics and the economics of each country. The course is taught by a team of instructors from several departments. A 10 222Q 0 4901

281. Cooperative Education. (1-4). The course provides employment opportunities or approves current employment, when appropriate, to integrate academic theory with planned professional experience. Individualized programs must be formulated in consultation with and approved by appropriate faculty sponsors. May be repeated. Offered Cr/NCr only. A 33 281 2 4903

Upper-Division Courses

300. Peace and War: Global Issues. (3). An introduction to the study of conditions which had led to war or peace in the past and which may do so now in a nuclear age. Diverse views are presented on worldwide issues from the perspectives of the natural and social sciences, the arts and humanities, and applied studies. A 33 300 0 4093

398. Travel Seminar. (1-4). An interdisciplinary travel seminar, a study of culture that includes observations of art and architecture, lectures and discussions of political, social and economic problems, and visits to various historic places of interest. A 10 398 9 4903

481. Cooperative Education. (1-4). The course provides employment opportunities or approves current employment, when appropriate, to integrate academic theory with planned professional experience. Individualized programs must be formulated in consultation with and approved by appropriate faculty sponsors. May be repeated. Offered Cr/NCr only. A 33 481 2 4903

Courses for Graduate Students Only

800. Seminar: Research Goals and Strategies. (3). An introduction to research goals, methods and sources in the humanities, social sciences and natural sciences, with special attention to the opportunities and problems of integrating research activities involving more than one discipline. Required of all students in the Master of Arts in Liberal Studies Program. A 33 800 4 4999

875. Thesis. (1-6). A course for students who are finishing the Master of Arts in Liberal Studies (MALS). The student writing a thesis must be enrolled in this course until the thesis is completed and all thesis requirements have been satisfied. Prerequisite: consent of student's degree committee chairperson and instructor. A 33 875 4 4999

885. Terminal Project. (2-6). A course for students who are near the end of their MALS program and involved in a terminal project. The terminal project may have many aspects such as field work, practicum, internship, research report or any other individualized activity, but the scope of it must be approved by the student's advisory committee. The student involved in a project must be enrolled in this course until the project is completed and all project requirements have been satisfied. A 33 885 4 4999

Italian (See Modern and Classical Languages and Literatures)

Journalism

Courses are designed to give graduates a thorough grounding in the skills they need to become valued members in newspaper, broadcasting, advertising, public relations or other related work.

Major. The major in journalism consists of 30 hours, including Journ. 200, and a concentration of not fewer than 15 hours in one additional field of study in a college of Wichita State. In addition, one of the following sequences must be completed:

1. News-Editorial—Journ. 115Q, 240, 300, 380Q, 500, 510, 550, 560 and one journalism elective.
2. Radio-Television—Journ. 322, 522 and 500; Speech 114, 221 or 222, 214 and 606; plus six hours in upper-division journalism and speech electives.
3. Advertising-Public Relations—Journ. 115Q, 325, 350, 510, 525, 550, 560, 625 and one journalism elective or Speech 637 or 770. Public relations students may substitute Journ. 502 for Journ. 525. The outside concentration for this sequence consists of Psych. 304 and Mkt. 300, 405, 607 and one other marketing course.

Minor. A minor in journalism requires at least 15 hours, including Journ. 200.

Lower-Division Courses

115Q. Introduction to Mass Communication. (3). A survey of the media of mass communication and the role each plays in society. Special consideration is given to the freedom and responsibilities of the mass media. A 19 115Q 0 0601

150. Journalism Workshop. (1-3). A course designed to provide specialized instruction, using a variable format, in a journalistically relevant subject. A 19 150 2 0699

200. Beginning News Writing. (3). 1R; 4L. Required for the major in journalism, the course includes evaluation of news, reporting and writing of various types of news stories with emphasis on achieving accuracy and good writing. Reasonable typing competence is required Prerequisite Eng 102 A 19 200 1 0602

240. Introductory Photojournalism. (3). 2R; 3L. Lab fee. Basic photographic theory and technique with emphasis on aspects of importance to journalists, writers and editors. Students take, develop and prepare pictures for publication. The journalism department provides a limited number of cameras. Prerequisite: Journ. 200. A 19 240 1 0602

Upper-Division Courses

300. Beat Reporting. (3). Reporting and writing about events in the community. Stories assigned and handled under the instructor's direction may be used in various publications. Prerequisite: Journ. 200. A 19 300 5 0602

322. Broadcast News. (3). 3R; 3L. Cross-listed as Speech 322. Theory and techniques of preparing news for the broadcast media. Students prepare newscasts and news reports for public radio station KMUW. Lab periods arranged with instructor. Prerequisites: Journ. 200 and Speech 224. A 19 322 1 0603

325. Introduction to Advertising. (3). Survey of advertising fundamentals and practices, including copywriting, layout, visualization, market research and packaging. Prerequisite: Journ. 200 or departmental consent. A 19 325 0 0604

340. Applied Photojournalism. (3). 3R; 3L. Lab fee. Covering photographic assignments for the campus newspaper and other publications, under the overall supervision of a journalism instructor. Prerequisite: Journ. 240. A 19 340 1 0602

350. Introductory Public Relations. (3). An introduction to the theory and practice of professional public relations. Topics covered include the role of persuasion and public opinion in public relations, the tools used in planning and evaluating communication and specialized publics. Prerequisite: Journ. 200. A 19 350 0 0604

380Q. History of Communication. (3). The development of the mass media is studied in context with other historical events. American journalism from colonial days to the present is emphasized. Course includes bibliography and criticism in mass communication. A 19 380Q 0 0601

440. Advanced Photojournalism. (3). 3R; 3L. Lab fee. Advanced photographic theory and technique with emphasis on the feature page photo essay, advertising photography for daily news publications and the photojournalists' personal viewpoints and philosophies. Using their own camera equipment and the journalism department's laboratory facilities, students shoot, process and print photographs for publications. Prerequisite: Journ. 240. A 19 440 1 0602

481. Cooperative Education. (1-4). Offered for Cr/NCr only. A 19 481 2 0602

Courses for Graduate/Undergraduate Credit

500. Advanced Reporting I. (3). 1R; 4L. A course for juniors and seniors on the techniques of reporting and writing the more complex and important types of news stories. Covers police beat stories, sports and economic reporting and includes the study and practice of journalistic interviewing. Prerequisites: junior standing, Journ. 200 and either 300 or 322. A 19 500 1 0602

501. Investigative Reporting. (3). 1R; 4L. Study and application of the techniques of reporting and writing complex news stories involving the less obvious aspects of local and state government, education and various court proceedings. The lab is by arrangement to permit independent investigation into the news of government or public affairs that is not easily obtainable. Prerequisite: Journ. 500 for majors; departmental consent for graduate students. A 19 501 1 0602

502. Public Information Writing. (3). Basic journalistic skills of clear, precise writing are used to communicate effectively with various audiences. Students write press releases, speeches and popularizations of complex documents. Techniques learned in this course are valuable in writing grant proposals, committee reports, pamphlets and journal articles. Prerequisite: junior standing or departmental consent. A 19 502 0 0602

510. Editing. (3). 1R; 4L. Selection, evaluation and preparation of copy and pictures for publication. Covers copy editing, rewriting, headline and caption writing and page layout. Prerequisites: junior standing and Journ. 200. A 19 510 1 0602

520. Seminar in Journalism. (3). Exploration of problems and controversies involving the press, the nature of news, sources of news and consumers of news. Prerequisite: departmental consent. A 19 520 9 0601

522. Advanced Broadcast News. (3). 3R; 3L. Cross-listed as Speech 522. A course in advanced techniques of preparing news for radio and television presentation with emphasis on actual work in radio and television newsrooms. Lab periods arranged with instructor. Prerequisite: Journ. 322. A 19 522 1 0603

525. Advertising Copywriting. (3). Detailed practice at writing various kinds of advertising copy, including print and broadcast forms. Emphasis is on terse, precise writing that evokes response sought by advertiser. Prerequisite: Journ. 325 or departmental consent. A 19 525 0 0604

550. Editorial Writing. (3). A study of editorial judgment, including practice in the writing of editorials and editorial page features and a study of research materials available to editorial writers. Prerequisites: junior standing and Journ. 200. A 19 550 0 0602

560. Law of the Press. (3). Emphasis on the case method in examining laws and court cases applicable to the mass media. Introduces the 1st Amendment and covers such topics as libel, privacy and copyright. Prerequisites: junior standing and Journ. 200. A 19 560 0 0601

570. Magazine Journalism. (3). A course on magazine production, including the choosing of subjects, approaches and illustrations; the shooting and editing of photographic stories; layout; the handling of production and management concerns. Prerequisite: Journ. 200 or departmental consent. A 19 570 1 0602

571. Magazine Writing. (3). A course on writing for magazines with emphasis on analyzing the market and patterning articles to fit the needs of specific magazines. Prerequisite: Journ. 200 or departmental consent. A 19 571 0 0602

611. Media Management. (3). A study of the business and management operations of the mass media designed to give journalism students an understanding of the interrelationships in mass media enterprises. Prerequisite: junior standing or departmental consent. A 19 611 1 0602

622. Practicum in Broadcast Journalism. (3). Cross-listed as Speech 620. Reporting and writing about events in the University and community. Story assignment and preparation will occur under the instructor's guidance and will be broadcast over WSU Cable Channel 13. May be repeated for credit with adviser's consent. Prerequisite: Journ. 522, Speech 522 or instructor's consent. A 19 622 2 0603

625. Advertising and PR Campaigns. (3). Instruction and practice in constructing total advertising and public relations campaigns from market analysis and media selection to creation of the completed package. Prerequisite: Journ. 502, 525 or departmental consent. A 19 625 0 0604

645. Special Topics in Journalism. (1-3). Directed individual research in various aspects of journalism and mass communication or related topics: communications theory, news, editorials, advertising and broadcasting. Repeatable for credit when topics differ substantially. Prerequisites: senior standing and departmental consent. A 19 645 3 0601

690. Journalism Internship. (3-6). On-the-job experience and training in news, advertising, public relations or radio or television news broadcasting. Prerequisite: departmental consent. A 19 690 2 0601

715. World Press. (3). A comparative study of press and broadcast systems around the world with emphasis on press freedoms and cross-cultural communication. Prerequisite: senior standing. A 19 715 0 0601

720Q. Dimensions of Mass Communication. (3). A detailed study of mass media, their role as social institutions, their control, support, content and audience and their effects. A 19 720Q 0 0601

750. Journalism Workshop. (1-3). A course designed to provide specialized instruction, using a variable format, in a journalistically relevant subject. A 19 750 2 0699

Latin and Greek (See Modern and Classical Languages and Literatures)

Linguistics

The Bachelor of Arts degree in linguistics is being phased out beginning in 1987; however, students presently enrolled in the program will be accommodated. An emphasis in linguistics will be available through the general studies program.

Major. A major in linguistics consists of a minimum of 24 hours from the courses listed below, including at least nine hours from Group A and at least one phonetics course—Ling. 218 or 223, Fr.

The following abbreviations are used in the course descriptions. R stands for lecture and L for laboratory. For example, 2R, 2L means two hours of lecture and two hours of lab.

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INDEPENDENCE COMMUNITY COLLEGE

EMPORIA STATE UNIVERSITY

COURSE		TITLE	HRS	COURSE		TITLE	HRS
EDP	1203	BASIC II	3.00	IS	100T3	FREE ELECTIVE	3.00
EDP	2003	COBOL	3.00	IS	323	COBOL PROGRAMMING	3.00
EDP	2013	FORTRAN IV	3.00	CW	220	FORTRAN	1.00
EDP	2053	ADVANCED STRUCTURED COBOL	3.00	IS	200T3	NO EVALUATION	3.00
EDP	2063	BASIC COMMUNICATIONS SYSTEM	3.00	IS	200T3	FREE ELECTIVE	3.00
EDU	1003	INTRODUCTION TO EDUCATION	3.00	CI	120	INTRODUCTION TO TEACHING	2.00
EDU	1011	SUPERVISED CLASSROOM EXPERIENCE	1.00	EE	100T1	FREE ELECTIVE	1.00
EDU	1013	MUSIC FOR ELEMENTARY SCHOOLS	3.00	MU	344	MUSIC FOR ELEMENTARY TEACHERS	2.00
EDU	2023	ART FOR ELEMENTARY SCHOOLS	3.00	AR	324	ELEMENTARY ART EDUCATION	2.00
EDU	2033	CHILDRENS LITERATURE	3.00	LI	227	CHILDREN'S LITERATURE	2.00
EN	1	ENGLISH COMP I	3.00	EN	107	ENGLISH COMPOSITION I	3.00
EN	10	LITERATURE I	3.00	EN	207	INTRODUCTION TO LITERATURE	3.00
EN	11	LITERATURE	3.00	EN	207	INTRODUCTION TO LITERATURE	3.00
EN	2	COMMUNICATIONS	3.00	EN	200T3	FREE ELECTIVE SEE EN 2 1969	3.00
EN	2 1969	ENGLISH COMP II	3.00	EN	108	ENGLISH COMPOSITION II	3.00
ENG	1003	ENGLISH COMPOSITION I	3.00	EN	107	ENGLISH COMPOSITION I	3.00
ENG	1013	ENGLISH COMPOSITION II	3.00	EN	108	ENGLISH COMPOSITION II	3.00
ENG	1043	NEWSWRITING I	3.00	JN	200	REPORTING I	3.00
ENG	1053	NEWSWRITING II	3.00	JN	300	REPORTING II	3.00
ENG	1073	INTRODUCTION TO LITERATURE	3.00	EN	100T3	FREE ELECTIVE NOT FOR GENERAL ED	3.00
ENG	1082	DEVELOPMENTAL READING	3.00	CI	072	IMPROVEMENT IN READING SKILLS	2.00
ENG	1083	AMERICAN LITERATURE I	3.00	EN	225	AMERICAN LITERATURE I	3.00
ENG	1133	PUBLIC RELATIONS	3.00	EN	100T3	FREE ELECTIVE	3.00
ENG	1143	MEDICAL TERM	1.00	EN	100T1	FREE ELECTIVE	1.00
ENG	1212	SPEED READING TECHNIQUES	2.00	CI	100	SPECIAL TOPICS IN READING SEE SCHOOL NOTE	1.00
ENG	2003	ADVANCED COMPOSITION	3.00	EN	260	TECHNIQUES OF ADVANCED COMP	3.00
ENG	2013	INTRODUCTION TO MASS MEDIA	3.00	JN	100	INTRO TO MASS COMMUNICATIONS	3.00
ENG	2023	CREATIVE WRITING	3.00	EN	200T3	FREE ELECTIVE	3.00
ENG	2031	LITERATURE SEMINAR	1.00	EN	200T1	FREE ELECTIVE 2031 & 2032 MEET GEN ED REQ	1.00
ENG	2032	LITERATURE SEMINAR	2.00	EN	200T2	FREE ELECTIVE 2031 & 2032 MEET GEN ED REQ	2.00
ENG	2033	LITERATURE II	3.00	EN	200T3	FREE ELECTIVE NOT FOR GENERAL ED	3.00
ENG	2043	INTRO TO DRAMATIC LITERATURE	3.00	EN	200T3	FREE ELECTIVE	3.00
ENG	2053	TECHNICAL WRITING	3.00	EN	265	TECHNICAL WRITING	3.00
ENG	2061	PUBLICATION LAB I	1.00	EN	200T1	FREE ELECTIVE	1.00
ENG	2062	PUBLICATION LAB I	2.00	EN	200T2	FREE ELECTIVE	2.00
ENG	2071	PUBLICATION LAB II	1.00	EN	200T1	FREE ELECTIVE	1.00
ENG	2072	PUBLICATION LAB II	2.00	EN	200T2	FREE ELECTIVE	2.00
ENG	2073	INTRODUCTION TO MODERN NOVEL	3.00	XX	000T0	NO EVALUATION	0.00
ENG	2091	PUBLICATIONS LAB III	1.00	EN	000T1	ENGLISH ELECTIVE	1.00
ENG	2091	PUBLICATIONS LAB IV	1.00	EN	000T1	ENGLISH ELECTIVE	1.00
ENG	2103	GREEK & LATIN ELEM IN ENG	3.00	EN	200T3	ENGLISH ELECTIVE SEE ALSO ENG 1083	3.00
ENG	2113	AMERICAN LITERATURE II	3.00	EN	226	AMERICAN LITERATURE II	3.00
ENG	2123	BRITISH LITERATURE I	3.00	EN	250	ENGLISH LITERATURE I	3.00
ENG	2133	BRITISH LITERATURE II	3.00	EN	251	ENGLISH LITERATURE II	3.00
ENG	2152	TOPICS/LIT	2.00	EN	200T2	LIT ELECTIVE GEN ED CREDIT IF TAKE 3 HRS	2.00

INDEPENDENCE COMMUNITY COLLEGE — EMPORIA STATE UNIVERSITY

COURSE		TITLE	HRS		COURSE	TITLE	HRS
COM	1203	SPEECH	3.00	SP	101	PUBLIC SPEAKING	3.00
COM	2031	PUBLI LAB II	1.00	SP	200T1	FREE ELECTIVE	1.00
COS	1011	COSEMETOLOGY I	11.00	XX	000T0	NOT TRANSFER CREDIT	
COS	1111	COSMETOLOGY II	11.00	XX	000T0	NOT TRANSFER CREDIT	0.00
COS	1210	ONYCHOLOGY/MANICURIST	10.00	XX	000T0	NOT TRANSFER CREDIT	0.00
COS	2008	COSMETOLOGY III	8.00	XX	000T0	NOT TRANSFER CREDIT	0.00
COS	2009	COSMETOLOGY III	8.00	XX	000T0	NOT TRANSFER CREDIT	0.00
COS	2010	COSMETOLOGY III	8.00	XX	000T0	NOT TRANSFER CREDIT	0.00
COS	2011	COSMETOLOGY III	8.00	XX	000T0	NOT TRANSFER CREDIT	0.00
COS	2108	COSMETOLOGY IV	8.00	XX	000T0	NOT TRANSFER CREDIT	0.00
COS	2109	COSMETOLOGY IV	8.00	XX	000T0	NOT TRANSFER CREDIT	0.00
COS	2110	COSMETOLOGY IV	8.00	XX	000T0	NOT TRANSFER CREDIT	0.00
COS	2111	COSMETOLOGY IV	8.00	XX	000T0	NOT TRANSFER CREDIT	0.00
COS	2201	COSMETOLOGY SEMINAR	0.50	XX	000T0	NOT TRANSFER CREDIT	0.00
COS	2202	COSMETOLOGY SEMINAR	0.50	XX	000T0	NOT TRANSFER CREDIT	0.00
COS	2203	COSMETOLOGY SEMINAR	0.50	XX	000T0	NOT TRANSFER CREDIT	0.00
COS	2204	COSMETOLOGY SEMINAR	0.50	XX	000T0	NOT TRANSFER CREDIT	0.00
COS	2205	COSMETOLOGY SEMINAR	0.50	XX	000T0	NOT TRANSFER CREDIT	0.00
DDT	1003	ENGINEERING GRAPHICS I	3.00	IE	101	MECHANICAL DRAWING I	3.00
DDT	1013	ENGINEERING GRAPHICS II	3.00	IE	100T3	FREE ELECTIVE	3.00
DDT	1023	MANUFACTURING PROCESSES/MATERIA	3.00	IE	100T3	FREE ELECTIVE	3.00
DDT	2003	MACHINE DRAWING	3.00	IE	200T3	FREE ELECTIVE	3.00
DDT	2013	PICTORIAL & TECHNICAL ILLUSTRAT	3.00	IE	200T3	FREE ELECTIVE	3.00
DDT	2023	COMPUTER AIDED DRAFTING	3.00	IE	200T3	FREE ELECTIVE	3.00
DDT	2034	MECHANICS OF MATERIALS	4.00	IE	200T4	FREE ELECTIVE	4.00
DDT	2793	FUNDAMENTALS OF QUALITY CONTROL	3.00	IE	200T3	FREE ELECTIVE	3.00
DDT	2913	BLUEPRINT READING	3.00	IE	200T3	FREE ELECTIVE	3.00
DEV	0102	READING IMPROVEMENT TECHNIQUES	2.00	XX	000T0	NO EVALUATION	0.00
DEV	0112	ADVANC READING IMPROVEMENT TECH	2.00	XX	000T0	NO EVALUATION	0.00
DEV	0121	VOCABULARY I	1.00	XX	000T0	NO EVALUATION	0.00
DEV	0131	VOCABULARY II	1.00	XX	000T0	NO EVALUATION	0.00
DEV	0202	BASIC WRITING	2.00	EN	078	ENGLISH PRACTICUM	3.00
DEV	0212	BASIC GRAMMAR	2.00	XX	000T0	NO EVALUATION	0.00
DEV	0221	SPELLING I	1.00	XX	000T0	NO EVALUATION	0.00
DEV	0231	SPELLING II	1.00	XX	000T0	NO EVALUATION	0.00
DEV	0302	BASIC MATHEMATICS I	2.00	XX	000T0	NO EVALUATION	0.00
DEV	0303	BASIC MATHEMATICS II	3.00	XX	000T0	NO EVALUATION	0.00
DP	1	INTRO TO DATA PROCESSING	3.00	IS	100T3	FREE ELECTIVE	3.00
DP	2	KEYPUNCH	1.00	IS	100T1	FREE ELECTIVE	1.00
EDP	1003	BASIC	3.00	IS	192	BASIC PROGRAMMING CI 125 FOR ELEM ED MAJ	2.00
EDP	1013	RPG II	3.00	IS	233	RPG-REPORT PROG GENERATOR-PROG	3.00
EDP	1023	ELEMENTARY NUMERICAL METHODS	3.00	IS	100T3	FREE ELECTIVE	3.00
EDP	1041	INDEPENDENT STUDY COMPUTER SCIE	1.00	IS	100T1	NO EVALUATION	1.00
EDP	1042	INDEPENDENT STUDY COMPUTER SCIE	2.00	IS	100T2	NO EVALUATION	2.00
EDP	1043	INDEPENDENT STUDY COMPUTER SCIE	3.00	IS	100T3	NO EVALUATION	3.00
EDP	1053	PASCAL	3.00	CS	410	SEMINAR IN COMPUTER SCIENCE	4.00

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INDEPENDENCE COMMUNITY COLLEGE | EMPORIA STATE UNIVERSITY

	COURSE	TITLE	HRS		COURSE	TITLE	HR
SEC	1063	ADMINISTRATION ASSISTANT	3.00	OA	100T3	FREE ELECTIVE	3.
SEC	1043	OFFICE ED INTERNSHIP & SEM I	3.00	OA	100T3	FREE ELECTIVE	3
SEC	1112	MACHINE TRANSCRIPTION	2.00	OA	100T2	FREE ELECTIVE	2.
SEC	1133	OFFICE ED INTERNSHIP & SEM II	3.00	OA	100T3	FREE ELECTIVE	3.
SEC	1143	OFFICE ED INTERNSHIP & SEM III	3.00	OA	100T3	FREE ELECTIVE	3.
SEC	1153	OFFICE ED INTERNSHIP & SEM IV	3.00	OA	100T3	FREE ELECTIVE	3.
SEC	1163	GENERAL OFFICE PROCEDURES	3.00	OA	100T3	NO EVALUATION	3.
SEC	2003	ADVANCED TYPING	3.00	OA	110	KEYBOARDING BUS APPLICATIONS	3
SEC	2013	PROFESSIONAL TYPING	3.00	OA	200T3	NO EVALUATION	3.
SEC	2023	ADVANCED SHORTHAND	3.00	OA	200T3	FREE ELECTIVE	3.
SEC	2031	ADVANCED OFFICE MACHINES	1.00	OA	200T1	FREE ELECTIVE	1.
SEC	2053	DICTATION AND TRANSCRIPTION	3.00	OA	200T3	FREE ELECTIVE	3.
SEC	2061	INDEPEND STUDY-SECRETARIAL SCIE	1.00	OA	200T1	NO EVALUATION	1
SEC	2062	INDEPEND STUDY-SECRETARIAL SCIE	2.00	OA	200T2	NO EVALUATION	2.
SEC	2063	INDEPEND STUDY-SECRETARIAL SCIE	3.00	OA	200T3	NO EVALUATION	3.
SEC	2073	LEGAL OFFICE PROCEDURES	3.00	OA	200T3	FREE ELECTIVE	3.
SEC	2083	MEDICAL OFFICE PROCEDURES	3.00	OA	200T3	FREE ELECTIVE	3.
SEC	2043	WORD PROCESSING I	3.00	OA	104	WORD PROCESSING CONCEPTS	3.
SEC	2103	WORD PROCESSING II	3.00	OA	204	WORD PROCESSING APPLICATIONS	3.
SOC	1003	ELEMENTS OF SOCIOLOGY	3.00	SO	101	INTRODUCTION TO SOCIOLOGY	3.
SOC	1013	MARRIAGE AND FAMILY	3.00	FS	261	MARRIAGE AND FAMILY	3.
SOC	1023	ANTHROPOLOGY	3.00	AN	101	INTRODUCTION TO ANTHROPOLOGY	3.
SOC	1043	INTRODUCTION TO GERONTOLOGY	3.00	XX	000T0	NO EVALUATION	0.
SOC	1113	INTRODUCTION TO CRIMINAL JUSTIC	3.00	SO	100T3	NO EVALUATION	3
SOC	1121	INDEPEND STUDY-CRIMINAL JUSTICE	1.00	XX	100T1	NO EVALUATION	1.0
SOC	1122	INDEPEND STUDY-CRIMINAL JUSTICE	2.00	XX	100T2	NO EVALUATION	2.0
SOC	1123	INDEPEND STUDY-CRIMINAL JUSTICE	3.00	XX	100T3	NO EVALUATION	3.0
SOC	2003	INTRODUCTION TO PHILOSOPHY	3.00	PI	225	INTRODUCTION TO PHILOSOPHY	3.0
SOC	2013	WORLD REGIONAL GEOGRAPHY	3.00	GE	101	WORLD REGIONAL GEOGRAPHY	3.0
SOC	2023	SOCIAL PROBLEMS	3.00	XX	200T3	NO EVALUATION	3.0
SOC	2201	INDEPEND STUDY-SOCIAL SCIENCE	1.00	SS	200T1	NO EVALUATION	1.0
SOC	2202	INDEPEND STUDY-SOCIAL SCIENCE	2.00	SS	200T2	NO EVALUATION	2.0
SOC	2203	INDEPEND STUDY-SOCIAL SCIENCE	3.00	SS	200T3	NO EVALUATION	3.0
SP	6	ARGUMENTATION	3.00	SP	222	ARGUMENTATION & DEBATE	3.0
SP	7	DEBATE AND FORENSICS	1.00	SP	242	INTERCOLLEGIATE FORENSICS II	1.0
STR	1001	THEATRE STUDY TOURS	1.00	TA	100T1	FREE ELECTIVE	1.0
STR	1002	THEATRE STUDY TOURS	2.00	TA	100T2	FREE ELECTIVE	2.0
STR	1003	SPEECH	3.00	SP	101	PUBLIC SPEAKING	3.0
STR	1013	ORAL INTERPRETATION	3.00	SP	128	ORAL INTERPRETATION	3.0
STR	1023	RADIO PRODUCTION	3.00	SP	100T3	FREE ELECTIVE	3.
STR	1033	SPEECH II	3.00	SP	201	PUBLIC SPEAKING	3.0
STR	1042	INTRODUCTION TO BROADCASTING	2.00	SP	100T2	FREE ELECTIVE	2.00
STR	1043	PERSONAL COMMUNICATION	3.00	SP	100T3	FREE ELECTIVE	3.00
STR	1053	INTRODUCTION TO ACTING	3.00	TA	215	INTRODUCTION TO ACTING	3.00
STR	1061	STAGECRAFT I	1.00	TA	100T1	FREE ELECTIVE	1.00
STR	1062	STAGECRAFT I	2.00	TA	100T2	FREE ELECTIVE	2.
STR	1063	STAGECRAFT I	3.00	TA	100T3	FREE ELECTIVE	3.00
STR	1071	THEATRE WORKSHOPS I	1.00	TA	205	THEATRE PRACTICUM	1.00
STR	1072	THEATRE WORKSHOPS I	2.00	TA	205	THEATRE PRACTICUM	1.00

INDEPENDENCE COMMUNITY COLLEGE				EMPORIA STATE UNIVERSITY			
COURSE		TITLE	HRS	COURSE		TITLE	HRS
STR	1021	THEATRE WORKSHOPS I	1.00	TA	295	THEATRE PRACTICUM	1.00
STR	1041	STAGECRAFT II	1.00	TA	100T1	FREE ELECTIVE	1.00
STR	1101	THEATRE STUDY TOURS	1.00	TA	100T1	FREE ELECTIVE	1.00
STR	1111	COMMUNICATION FOR CAREER DEVELO	3.00	SP	100T1	FREE ELECTIVE	1.00
STR	2001	PLAY PRODUCTION	1.00	TA	200T1	FREE ELECTIVE	1.00
STR	2011	INTRODUCTION TO THE THEATRE	1.00	TA	125	THEATRE APPRECIATION	3.00
STR	2021	ARGUMENTATION	3.00	SP	222	ARGUMENTATION & DEBATE	1.00
STR	2012	RADIO WORKSHOP	2.00	SP	200T2	FREE ELECTIVE	2.00
STR	2051	THEATRE WORKSHOPS II	1.00	TA	200T1	FREE ELECTIVE	1.00
STR	2052	THEATRE WORKSHOPS II	2.00	TA	200T2	FREE ELECTIVE	2.00
STR	2053	THEATRE WORKSHOPS II	3.00	TA	200T3	FREE ELECTIVE	1.00
STR	2061	THEATRE WORKSHOPS III	1.00	TA	200T1	FREE ELECTIVE	1.00
STR	2062	THEATRE WORKSHOPS III	2.00	TA	200T2	FREE ELECTIVE	2.00
STR	2063	THEATRE WORKSHOPS III	1.00	TA	200T3	FREE ELECTIVE	3.00
THR	2011	THEATRE APPRECIATION	1.00	TA	126	THEATRE APPRECIATION	5.00

KSU EQUIVALENCY EVALUATION

Office of Undergraduate Admissions

KANSAS STATE UNIVERSITY

College: Independence

Date of Evaluation: 3/87
Revisions: 2/88

U Equivalent Course
ransferable
Not Transferable

VT - Vocational - Technical Course
UE - Under Evaluation
MIN - More Information Needed

ENGLISH AND JOURNALISM (ENG)

Community College Course	Cr. Hrs.	KSU EQUIVALENCY EVALUATION
1003 English Composition I	3	EQ = ENGL 100, English Composition I
1013 English Composition II	3	EQ = ENGL 120, English Composition II
1043 Newswriting I	3	EQ = JMC 275, News and Feature Writing
1053 Newswriting II	3	NT
1073 Intro. to Literature	3	EQ = ENGL 250, Forms of Literature
1083 American Lit I	3	EQ = ENGL 370, American Lit: Colonial Through Romantic
1133 Public Relations	3	NT
2003 Advanced Composition	3	EQ = ENGL 200, Intermediate Composition
2013 Intro. to Mass Media	3	EQ = JMC 235, Survey of the Mass Media
2023 Creative Writing	3	T - elective
2031 Special Topics in Lit	1	T - elective
2032 Literature Seminar (discontinued)	1-2	T - elective
2033 Literature II	3	T - elective
2043 Intro. to Dramatic Literature	3	EQ = ENGL 345, Intro. to Drama

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KSU EQUIVALENCY EVALUATION

Office of Undergraduate Admissions

KANSAS STATE UNIVERSITY

ommunity College: Independence

Date of Evaluati

Revisions: 2/

College:
Equivalent
ransferable
Not Transferable

Q - KSU Equivalent Course
- Transferable
T - Not Transferable
VT - Vocational - Technical Course
UE - Under Evaluation
MIN - More Information Needed

ENGLISH AND JOURNALISM (ENG)

ommunity College Course	Cr. Hrs.	KSU EQUIVALENCY EVALUATION
53 Technical Writing	3	T
61 Publication Lab I (discontinued)	1-2	T - elective *
62 Publication Lab I	2	T*
71 Publication Lab II	1	T*
72 Publication Lab II (discontinued)	1-2	NT
73 Intro. to the Modern Novel	3	T - elective
81 Publications Lab III	1	T*
91 Publications Lab IV	1	T*
03 Greek and Latin Elements in English	3	NT
13 American Lit II	3	EQ = ENGL 375, American Lit: Realists and Moderns
23 British Lit I	3	EQ = ENGL 360, British Lit: Medieval and Renaissance
33 British Lit II	3	EQ = ENCL 365, British Lit: Enlightenment to Modern

A total of 3 hrs. in journalism 2061, 2062, 2071, 2072, 2081, 2091; art 2061, 2062, 63, 2073 are permitted, subject to department transfer policy

KANSAS STATE UNIVERSITY

KSU EQUIVALENCY EVALUATION

Office of Undergraduate Admissions

KANSAS STATE UNIVERSITY

Community College: Independence

Date of Evaluation: 3
Revisions:

ty College:
SU Equivalent
Transferable
Not Transfer

EQ - KSU Equivalent Course
T - Transferable
NT - Not Transferable

VT - Vocational - Technical Course
UE - Under Evaluation
MIN - More Information Needed

SPEECH - THEATRE - RADIO (STR)

Community College Course	Cr. Hrs.	KSU EQUIVALENCY EVALUATION
1001 Theatre Study Tours	1-3	T (can transfer a max. of 6 hrs. from 1001, 1002, 1103)
1002 Theatre Study Tours	1-3	T (can transfer a max. of 6 hrs. from 1001, 1002, 1103)
1003 Speech	3	EQ = SPCH 106, Public Speaking I
1013 Oral Interpretation	3	EQ = THTRE 263, Oral Interpretation of Literature
1023 Radio Production	3	T - elective
1033 Speech II	3	EQ = SPCH 321, Public Speaking II
042 Intro. to Broadcasting	2	T - elective
1053 Intro. to Acting	3	EQ = THTRE 261, Fundamentals of Acting
1061 Stagecraft I	1-3	T*
062 Stagecraft I	1-3	T*

A maximum of 4 hrs. in 1061, 1062, 1063, 1071, 1072, 1073, 2051, 2053, 2061, 2062, and 63 and ART 2061, 2062, 2063, 2073 are permitted.
62

KSU EQUIVALENCY EVALUATION

Office of Undergraduate Admissions

KANSAS STATE UNIVERSITY

y College: Independence

Date of Evaluation: 3/87

Revisions: 2/88, 3/88

Equivalent Course
ransferable
Not Transferable

VT - Vocational - Technical Course
UE - Under Evaluation
MIN - More Information Needed

SPEECH - THEATRE - RADIO (STR)

Community College Course	Cr. Hrs.	KSU EQUIVALENCY EVALUATION
1063 Stagecraft I	3	T*
1071 Theatre Workshops I	1	T*
1072 Theatre Workshops I	2	T*
1073 Theatre Workshops I	3	T*
1083 Stagecraft II	3	EQ = THTRE 368, Fundamentals of Technical Production
1103 Theatre Study Tours (discontinued)	1-3	T (can transfer a max. of 6 hrs. from 1001, 1002, 1103)
1113 Communications for Career Development	3	T (free elective only)
2003 Play Production	3	T - elective
2013 Theatre Appreciation	3	EQ = THTRE 160, Intro. to Theatre
2023 Argumentation	3	EQ = SPCH 325, Argumentation & Debate
2032 Radio Workshop	2	T - elective

*A maximum of 4 hrs. in 1061, 1062, 1063, 1071, 1072, 1073, 2051, 2052, 2053, 2061, 2062, 2063 and ART 2061, 2062, 2063, 2073 are permitted.

PITTSBURG STATE UNIVERSITY

INDEPENDENCE COMMUNITY COLLEGE		PITTSBURG STATE UNIVERSITY	
DRAFTING TECHNOLOGY			
1003	ENGINEERING GRAPHICS I	121	ENGINEERING GRAPHIC I
1013	ENGINEERING GRAPHICS II	122	ENGINEERING GRAPHICS II
1023	MANU PROCESSES & MATERIALS	296	MATERIALS IN INDUSTRY
2003	MACHINE DRAWING	222	SPECIAL TOPICS IN DRAFTING
2013	PICTORIAL & TECH ILLUS	526	PICTORIAL DRAFTING
2023	COMPUTER AIDED DRAFTING	225	APPLIED COMPUTER GRAPHICS
2793	FUND OF QUALITY CONTROL	700	QUALITY CONTROL
2913	BLUEPRINT READING	XXX	TECH EL. (BLUEPRINT RDG)
DATA PROCESSING			
1003	BASIC	121	INTRODUCTION TO COMPUTING
1013	RPG II	205	REPORT GENERATION
1023	ELEMENTARY NUMERICAL METHODS	XXX	GENERAL EL. (ELEM NUM METHOD)
1053	PASCAL	235	PASCAL
1203	BASIC II	XXX	CSIS EL. (BASIC II)
2003	COBOL	220	BUSINESS SYSTEMS COBOL
2013	FORTRAN IV	XXX	CSIS EL. (FORTRAN IV)
2053	ADVANCED STRUCTURED COBOL	XXX	CSIS EL. (ADV ST COBOL)
2063	BASIC COMMUNICATIONS SYSTEM	XXX	CSIS EL. (BASIC COMMUNIC SYST)
EDUCATION			
1003	INTRO TO EDUCATION	200	PRE-PROFESSIONAL LAB
		XXX	CURR EL. (INTRO EDUCAT)
1011	SUP CLASSROOM EXPERIENCE	300	PRE-PROFESSIONAL LAB
1013	MUSIC FOR ELEMENTARY SCHOOLS	140	CHILDREN'S MUSIC
2023	ART FOR ELEMENTARY SCHOOLS	311	ART EDUCATION
2033	CHILDREN'S LITERATURE	252	CHILDREN'S LITERATURE
ENGLISH AND JOURNALISM			
1003	ENGLISH COMPOSITION I	101	ENGLISH COMPOSITION
1013	ENGLISH COMPOSITION II	102	ENGLISH COMPOSITION
1043	NEWSWRITING I	225	REPORTING
1053	NEWSWRITING II	XXX	COMM EL. (NEWSWRITING II)
1073	INTRO TO LITERATURE	113	GENERAL LITERATURE
1133	PUBLIC RELATIONS	XXX	GENERAL EL. (PUBLIC RELATIONS)
2003	ADVANCED COMPOSITION	302	ADVANCED COMPOSITION
2013	INTRO TO MASS MEDIA	200	INTRODUCTION TO THE MASS MEDIA

INDEPENDENCE COMMUNITY COLLEGE		PITTSBURG STATE UNIVERSITY	
2023	CREATIVE WRITING	251	FICTION WRITING I
		252	POETRY WRITING I
2031	SPECIAL TOPICS IN LITERATURE	XXX	ENGL EL. (LITERATURE SEM)
2033	LITERATURE II	XXX	ENGL EL. (LITERATURE II)
2043	INTRO TO DRAMATIC LITERATURE	XX1	LIT EL. (DRAMATIC LITERATURE)
2053	TECHNICAL WRITING	301	TECHNICAL WRITING
2062	PUBLICATION LAB I	250	PUBLICATIONS PRACTICE
2071	PUBLICATION LAB II	250	PUBLICATIONS PRACTICE
2073	INTRODUCTION TO MODERN NOVEL	XX1	LIT EL. (INTRO TO MODERN NOVEL)
2081	PUBLICAIONS LAB III	250	PUBLICATIONS PRACTICE
2091	PUBLICATIONS LAB IV	250	PUBLICATIONS PRACTICE
2103	AMERICAN LITERATURE I	230	AMERICAN LITERATURE
2113	AMERICAN LITERATURE II	230	AMERICAN LITERATURE
2123	BRITISH LITERATURE I	240	BRITISH LITERATURE
2133	BRITISH LITERATURE II	240	BRITISH LITERATURE
FOREIGN LANGUAGE			
1003	CONVERSATIONAL FRENCH	110	TOPICS IN FL(CONVERSAT FRENCH)
1005	FRENCH I	124	FRENCH I
1012	MEXICO STUDY TOUR	XXX	HUMANITIES EL. (MEX STUDY TOUR)
1015	FRENCH II	128	FRENCH II
1025	SPANISH I	154	SPANISH I
1033	CONVERSATIONAL SPANISH I	110	TOPIOCS IN FL(CONVERS SPANISH)
1035	SPANISH II	158	SPANISH II
1043	GERMAN I	134	GERMAN I
1045	PORTUGUESE	XXX	FLANG EL. (PORTUGUESE)
1053	GERMAN II	138	GERMAN II
1063	CONVERSATIONAL RUSSIAN I	110	TOPICS IN FL(CONVERS RUSSIAN)
1073	CONVERSATIONAL RUSSIAN II	XXX	FLANG EL. (CONVERS RUSSIAN II)
1083	ELEMENTARY ITALIAN I	XXX	FLANG EL. (ELEM ITALIAN I)
1093	ELEMENTARY ITALIAN II	XXX	FLANG EL. (ELEM ITALIAN II)
2003	FRENCH III	226	FRENCH III
2013	FRENCH IV	227	INTERMEDIATE READ IN FRENCH
2021	FRENCH V	224	BEGINNING FRENCH READING
2033	SPANISH III	256	SPANISH III
2043	SPANISH IV	257	INTERMEDIATE READ IN SPANISH
2051	SPANISH V	254	BEGINNING SPANISH READING
2083	ELEMENTARY ITALIAN III	XXX	FLANG EL. (ELEM ITALIAN III)
HOME ECONOMICS			
1013	HOME EQUIPMENT	210	HOME EQUIPMENT

PITTSBURG STATE UNIVERSITY

TRANSFER EQUIVALENT COURSES

PRINT DATE: 01 FEB 89

INDEPENDENCE COMMUNITY COLLEGE		PITTSBURG STATE UNIVERSITY	
1133	INTERNSHIP & SEMINAR	XXX	GENERAL EL. (INTERN & SEMINAR)
1143	INTERNSHIP & SEMINAR	XXX	GENERAL EL. (INTERN & SEMINAR)
1153	INTERNSHIP & SEMINAR	XXX	GENERAL EL. (INTERN & SEMINAR)
1163	GENERAL OFFICE PROCEDURES	XXX	GENERAL EL. (GEN OFFICE PROCED)
2003	ADVANCED TYPING	XXX	BUS EL. (ADV TYPING)
2013	PROFESSIONAL TYPING	XXX	BUS EL. (PROFESSIONAL TYPING)
2023	ADVANCED SHORTHAND	XXX	BUS EL. (ADV SHORTHAND)
2031	ADVANCED OFFICE MACHINES	XXX	BUS EL. (ADV OFFICE MACHINES)
2053	DICTATION AND TRANSCRIPTION	XXX	BUS EL. (DICTATION/TRANSCRIPT)
2061	INDEPENDENT STUDY-SECRETARIAL	XXX	GENERAL EL. (IND STUDY-SECRE)
2062	INDEPENDENT STUDY-SECRETARIAL	XXX	GENERAL EL. (IND STUDY-SECRE)
2063	INDEPENDENT STUDY-SECRETARIAL	XXX	GENERAL EL. (IND STUDY-SECRE)
2073	LEGAL OFFICE PROCEDURES	XXX	GENERAL EL. (LEGAL OFFICE PROC)
2083	MEDICAL OFFICE PROCEDURES	XXX	GENERAL EL. (MED OFFICE PROC)
2093	WORD PROCESSING I	XXX	BUS EL. (WORD PROCESSING)
2103	WORD PROCESSING II	XXX	BUS EL. (WORD PROCESSING)
SOCIAL SCIENCE			
1003	ELEMENTS OF SOCIOLOGY	100	INTRODUCTION TO SOCIOLOGY
1013	MARRIAGE AND FAMILY	236	MARRIAGE AND FAMILY
1023	ANTHROPOLOGY	200	INTRO TO ANTHROPOLOGY
1043	INTRODUCTION TO GERONTOLOGY	XXX	SOC/BEH SC EL. (INTRO GERONTOL)
1113	INTRO TO CRIMINAL JUSTICE	XXX	SOSCI EL. (INTRO CRIM JUSTICE)
2003	INTRO TO PHILOSOPHY	103	BASIC PHILOSOPHY
2013	WORLD REGIONAL GEOGRAPHY	106	WORLD REGIONAL GEOGRAPHY
		107	WORLD REGIONAL GEOGRAPHY
2023	SOCIAL PROBLEMS	220	SOCIAL PROBLEMS
SPEECH-THEATRE-RADIO			
1001	THEATRE STUDY TOURS	XXX	HUMANITIES EL. (THEATRE STUDY)
1003	SPEECH	207	SPEECH COMMUNICATION
1013	ORAL INTERPRETATION	367	ORAL INTERPRETATION OF LIT
1023	RADIO PRODUCTION	XXX	SPCH EL. (RADIO PRODUCTION)
1033	SPEECH II	XXX	COMM EL. (SPEECH II)
1042	INTRO TO BROADCASTING	275	INTRO TO RADIO AND TV
1043	PERSONAL COMMUNICATION	XXX	COMM EL. (PERSONAL COMMUNICATN)
1053	INTRO TO ACTING	254	BEGINNING ACTING
1063	STAGECRAFT I	253	STAGECRAFT
1071	THEATRE WORKSHOPS	XX1	THEATRE EL(THEATRE WORKSHOP)
1072	THEATRE WORKSHOPS	XX1	THEATRE EL (THEATRE WORKSHOP)
1073	THEATRE WORKSHOPS	XX1	THEATRE EL (THEATRE WORKSHOP)

TRANSFER EQUIVALENT COURSES

PRINT DATE 01 FEB 89

INDEPENDENCE COMMUNITY COLLEGE		PITTSBURG STATE UNIVERSITY	
1083	STAGECRAFT II	253	STAGECRAFT
1113	COMM FOR CAREER DEVELOPMENT	XXX	GENERAL EL. (COMM CAREER DEVL
2003	PLAY PRODUCTION	544	STAGE DIRECTION
2013	THEATRE APPRECIATION	105	THEATRE APPRECIATION
2023	ARGUMENTATION	269	ARGUMENTATION AND DEBATE
2032	RADIO WORKSHOP	XXX	SPCH EL. (RADIO WORKSHOP)
2051	THEATRE WORKSHOPS II	XX1	THEATRE EL. (THEATRE WORKSHOP)
2052	THEATRE WORKSHOPS II	XX1	THEATRE EL. (THEATRE WORKSHOP
2053	THEATRE WORKSHOPS II	XX1	THEATRE EL. (THEATRE WORKSHOP
2061	THEATRE WORKSHOPS III	XX1	THEATRE EL. (THEATRE WORKSHOP
2062	THEATRE WORKSHOPS III	XX1	THEATRE EL. (THEATRE WORKSHOP
2063	THEATRE WORKSHOPS III	XX1	THEATRE EL. (THEATRE WORKSHOP

PROCESSING TECHNOLOGY (Continued)

			HRS	K.U. EQUIVALENT
	1013	RPG II	3	Counts for distribution in Natural Science & Math.
	1023	Elementary Numerical Methods	3	Counts for distribution in Natural Science & Math.
	1041, 1042, 1043	Independent Study Computer Science	1-3	Elective credit if academic in nature, otherwise no transfer.
	1053	PASCAL	3	Elective Credit
	1203	BASIC II	3	Elective Credit
	2003	COBOL	3	C S 100 Programming Short Course.
	2013	FORTRAN IV	3	C S 200 Introduction to Computing. Counts for distribution in Natural Science & Math.
	2053	Advanced Structured COBOL	3	Elective Credit
	2063	Basic Communications System (ELEC)	3	No Transfer

*DRAFTING TECHNOLOGY

DDT	1003	Engineering Graphics I	3	
	1013	Engineering Graphics II	3	
	1023	Manufacturing Processes & Materials	3	
	2003	Machine Drawing	3	
	2013	Pictorial & Technical Illustrations	3	
	2023	Computer Aided Drafting	3	
	2034	Mechanics of Materials	4	
	2793	Fundamentals of Quality Control	3	
	2913	Blueprint Reading	3	

*For students entering the School of Engineering, courses will be evaluated on an individual basis, otherwise no transfer. All transfer credit must be validated.

ELEMENTARY EDUCATION

EDU	1003	Introduction to Education	3	Elective Credit
	1011	Supervised Classroom Experience	1	Elective Credit
	1013	Music for Elementary Schools	3	Elective Credit
	2023	Art for Elementary Schools	3	VAE 140 Art for Elementary School Teachers.
	2033	Children's Literature	3	May count for distribution in Humanities. Does not satisfy third English requirement.

ENGLISH AND JOURNALISM

ENG	1003	English Composition I	3	ENGL 101 Composition I.
	1013	English Composition II	3	ENGL 102 Composition and Literature II.
	*1043	Newswriting I	3	*The School of Journalism will review all courses for Journalism requirements: otherwise, elective credit.
	*1053	Newswriting II	3	
	1073	Introduction to Literature	3	Counts for distribution in Humanities or for third English requirement.
	1133	Public Relations	3	Elective Credit
	2003	Advanced Composition	3	Elective credit. ENGL 203 Composition & Literature III.

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INDEPENDENCE COMMUNITY COLLEGE
1985 - 1987

			HRS	K.U. EQUIVALENT
LISH AND JOURNALISM (Continued)				
G	*2013	Introduction to Mass Media	3	JOUR 104 Communications in Society.
	2023	Creative Writing	3	Elective Credit
	2031, 2032	Literature Seminar	1-2	Elective Credit. Two 2-hour courses may be used to satisfy one course for distribution in Humanities, or for third English requirement.
	2033	Literature II	3	Counts for distribution in Humanities or for third English requirement.
	2043	Introduction to Dramatic Literature	3	Counts for distribution in Humanities or for third English requirement.
	2061, 2062	Publication Lab I	1-2	Elective Credit
	2071, 2072	Publication Lab II	1-2	Elective Credit
FOREIGN LANGUAGE				
French				
FRL	1003	Conversational French	3	Elective Credit
	1005	French I	5	FREN 110 Elementary French I.
	1015	French II	5	FREN 120 Elementary French II.
	1201, 1202, 1203, 1204, 1205	Independent Study-French	1-5	Elective Credit
	2003	French III	3	FREN 230 Intermediate French I.
	2013	French IV	3	FREN 240 Intermediate French II.
	2021, 2022	French V (Literature)	1-2	Elective Credit
panish				
RL	1012	Mexico Study Tour	2	Elective Credit
	1025	Spanish I	5	SPAN 104 Elementary Spanish I.
	1035	Spanish II	5	SPAN 108 Intermediate Spanish II.
	1101, 1102, 1103, 1104, 1105	Independent Study-Spanish	1-5	Elective Credit
	1103	Conversational Spanish I	3	Elective Credit
	2033	Spanish III	3	SPAN 112 Intermediate Spanish I.
	2043	Spanish IV	3	SPAN 116 Intermediate Spanish II.
	2051, 2052	Spanish V (Literature)	1-2	Elective Credit
Portuguese				
FRL	1045	Portuguese	5	PORT 104 Elementary Portuguese I.
German				
FRL	1043	German I	3	Satisfies 3 hours of KU's GERM 104 Elementary German I.
	1053	German II	3	Satisfies 2 hours of KU's GERM 104 Elementary German I and 1 hour of KU's GERM 108 Elementary German II.
Russian				
FRL	1063	Conversational Russian	3	Elective Credit
HISTORY				
HIS	1003	History of Civilization I	3	Counts for distribution in Humanities.
	1013	History of Civilization II	3	Counts for distribution in Humanities.

INDEPENDENCE COMMUNITY COLLEGE
1985 - 1987

			HRS	K.U. EQUIVALENT
SECRETARIAL (Continued)				
SEC	1093	Office Education Internship and Seminar I	3	No Transfer
	1112	Machine Transcription	2	No Transfer
	1133, 1143, 1153,	Office Education and Seminar II, III, IV	3	No Transfer
	1163	General Office Procedures	3	No Transfer
	2003	Advanced Typing	3	No Transfer
	2013	Professional Typing	3	No Transfer
	2023	Advanced Shorthand	3	No Transfer
	2031	Advanced Office Machines	1	No Transfer
	2053	Dictation and Transcription (Professional, Business, Technical)	3	No Transfer
	2061, 2062, 2063	Independent Study-Secretarial Science	1-3	No Transfer
	2073	Legal Office Procedures	3	No Transfer
	2083	Medical Office Procedures	3	No Transfer
	2093	Word Processing I	3	No Transfer
	2103	Word Processing II	3	No Transfer
SOCIAL SCIENCE				
SOC	1003	Elements of Sociology	3	SOC 104 Elements of Sociology. Counts for distribution in Social Science.
	1013	Marriage and Family	3	HDFL 288 Introduction to Marriage and Family Relationships. Counts for distribution in Social Science.
	1023	Anthropology	3	Counts for distribution in Social Science.
	1113	Introduction to Criminal Justice	3	Counts for distribution in Social Science.
	1121, 1122, 1123	Independent Study-Criminal Justice	1-3	If academic in nature will count as elective credit, otherwise no transfer.
	2003	Introduction to Philosophy	3	PHIL 140 Introduction to Philosophy. Counts for distribution in Humanities.
	2013	World Regional Geography	3	Counts for distribution in Social Science.
	2023	Social Problems	3	Counts for distribution in Social Science.
	2201, 2202, 2203	Independent Study-Social Science	1-3	If academic in nature and taken for three hours, course will count for distribution in Social Science otherwise elective credit.
SPEECH-THEATRE-RADIO				
STR	1001, 1002,	Theatre Study Tours	1-3	Counts for distribution in Humanities.
	1003	Speech	3	COMS 130 Fundamentals of Speech. Fulfills College oral communication requirement.
	1013	Oral Interpretation	3	THTR 103 Performance of Literature. Does not fulfill College oral communication requirement.

INDEPENDENCE COMMUNITY COLLEGE
1985 - 1987

SPEECH-THEATRE-RADIO (Continued)			HRS	K.U. EQUIVALENT
	1023	Radio Production	3	Elective Credit
	1033	Speech II	3	Elective Credit
STR	1042	Introduction to Broadcasting	2	Elective Credit
	1053	Introduction to Acting	3	THTR 106 Acting I. Does not fulfill College oral communication requirement.
	1061, 1062, 1063	Stagecraft I	1-3	THTR 115 The Stage.
	1071, 1072, 1073	Theatre Workshops I	1-3	Elective Credit
	1083	Stagecraft II	3	Elective Credit
	1103	Theatre Study Tours	1-3	Counts for distribution in Humanities.
	2003	Play Production	3	Elective Credit
	2013	Introduction to the Theatre	3	THTR 100 Introduction to The Theatre Counts as distribution for the Humanities.
	2023	Argumentation	3	Elective Credit
	2032	Radio Workshop	2	Elective Credit
	2051, 2052, 2053	Theatre Workshops II	1-3	Elective Credit
	2061, 2062, 2063	Theatre Workshops III	1-3	Elective Credit

VOCATIONAL TECHNICAL SCHOOL	No Transfer

DEPT	CATL	TITLE	◦ ◦ ◦ ◦ WSU EQUIVALENT ◦ ◦ ◦ ◦			
			DEPT	CATL	HRS	NOTE
DRAFTING TECHNOLOGY						
	1003	ENG GRAPH 1	I TEC	120	3	
	1013	ENG GRAPH 2				
AND	1003	ENG GRAPH 1	I EN	222	3	
			OR I TEC	121		
	1023	MANUF PROC MATER	I TEC			MAJOR ELECTIVE
	2003	MACH DRAFT	I TEC			MAJOR ELECTIVE
	2013	PICT TECHNICAL ILL	I TEC			MAJOR ELECTIVE
	2023	COMP AIDED DRAFT	I TEC			MAJOR ELECTIVE
	2793	FUND QUALITY CONTR	I TEC			MAJOR ELECTIVE
	2913	BLUE PR READ	I TEC			MAJOR ELECTIVE
EDUCATION						
	1003	INTRO EDU	I S	232	2	
	1011	SUPERV CLASSR EXPE	I S			GENERAL ELECTIVE
	1013	MUS ELE SCH	MUS E			GENERAL ELECTIVE
	2023	ART ELEM SCH	ART E	211	3	
	2033	CHILD LIT	IS EE	316	3	
ENGLISH & JOURNALISM						
	1003	ENGLISH COMPOSTN 1	ENGL	101	3	
	1013	ENGLISH COMPOSTN 2	ENGL	102	3	
	1043	NEWSWRITE 1	COMM	230	3	
	1053	NEWSWRITE 2	COMM	300	3	
	1073	INTR TO LITERATURE	ENGL	230G	3	
	1133	PUB RELAT	COMM	350	3	
	2003	ADV COMPOS	ENGL			GENERAL ELECTIVE
	2013	INTRO MASS MEDIA	COMM	130Q	3	
	2023	CREAT WRIT	ENGL	285Q	3	
	2031	SPEC TOP LIT	ENGL			GENERAL ELECTIVE
	2033	CREATE WRIT	ENGL			GENERAL ELECTIVE
	2043	INTRO DRAMATIC LIT	ENGL	320Q	3	
	2053	TECH WRIT	ENGL	210	3	
	2062	PUBLIC LAB 1	COMM			GENERAL ELECTIVE
	2071	PUBLIC LAB 2	COMM			GENERAL ELECTIVE
	2073	INTRO MODERN NOVEL	ENGL			GENERAL ELECTIVE
	2081	PUBLI LAB 3				NO CREDIT
	2091	PUBLI LAB 4				NO CREDIT
	2103	AMER LIT 1	ENGL	503	3	
	2113	AMER LIT 2	ENGL	504	3	
	2123	BRIT LIT 1	ENGL	532	3	
	2133	BRIT LIT 2	ENGL			GENERAL ELECTIVE
FOREIGN LANGUAGE						
	1003	CONVERSAT FRENCH				NO CREDIT
	1005	FRENCH 1	FREN	111	5	
	1012	MEX ST TOUR				FREE ELECTIVE
	1015	FRENCH 2	FREN	112	5	
	1025	SPANISH 1				
OR	1033	CONVERSAT SPANSH 1	SPAN	111	5	
	1035	SPANISH 2	SPAN	112	5	
	1043	GERMAN 1	GERM	101	3	
	1045	PORTUGUESE	PORT			GENERAL ELECTIVE
	1053	GERMAN 2	GERM	102	3	
	1063	CONVERSAT RUSS 1				NO CREDIT

INDEPENDENCE COMM JR COLLEGE DATE: 01/10/90

DEPT CATL	TITLE	° ° ° ° WSU EQUIVALENT ° ° ° °			
		DEPT	CATL	HRS	NOTE
SECRETARIAL SCIENCE					
1001	KEYBOARDING				BUSINESS ELECTIVE
1003	BASIC TYPING	BUS E	133	3	
1013	INTER TYPING	BUS E	138	3	
1023	BASIC S/HAND	BUS E	231	3	
1033	INT SHORTHAND	BUS E	234	3	
1043	OFFICE TECH	BUS E	204	3	
1051	RECORDS MGMT	BUS E	136	3	
1063	ADMIN/ASSIST				BUSINESS ELECTIVE
1093	OFF ED INTSHP SEM1				NO CREDIT
1112	MACH TRANSCRIPT				BUSINESS ELECTIVE
1133	OFF ED INTSHP SEM2				NO CREDIT
1143	OFF ED INTSHP SEM3				NO CREDIT
1153	OFF ED INTSHP SEM4				NO CREDIT
1163	GEN OFFIC PROCED	BUS E	203	3	
2003	ADVANCED TYPING	BUS E	237	3	
2013	PROF TYPING				BUSINESS ELECTIVE
2023	ADV SHORTHAND	BUS E	240	3	
2031	ADV OFF MACH				BUSINESS ELECTIVE
2053	DICT TRANS(P-3 TE)				BUSINESS ELECTIVE
2061	IS/SEC/SCIEN				BUSINESS ELECTIVE
2062	IS/SEC/SCIEN				BUSINESS ELECTIVE
2063	IS/SEC/SCIEN				BUSINESS ELECTIVE
2073	LEG OFFIC PROCED				BUSINESS ELECTIVE
2083	MED OFFIC PROCED				BUSINESS ELECTIVE
2093	WORD PROCESSING 1				BUSINESS ELECTIVE
2103	WORD PROCESS 2				
AND 2093	WORD PROCESSING 1	BUS E	260	3	
SOCIAL SCIENCE					
1003	EL SOCIOLOGY	SOC	111Q	3	
1013	MARRI FAMILY	SOC	315Q	3	
1023	ANTHROP	ANTHR	124Q	3	
1043	INTRO GERONT	GERON	100Q	3	
1113	INTR/CRIM/JU	A J	100Q	3	
1121	INDEP ST CRIM JUST	A J			GENERAL ELECTIVE
1122	INDEP ST CRIM JUST	A J			GENERAL ELECTIVE
1123	INDEP ST CRIM JUST	A J			GENERAL ELECTIVE
2003	PHILOSOPHY	PHIL	125Q	3	
2013	GEOGRAPHY	GEOG	210Q	3	
2023	SOCIAL PROBS	SOC	220Q	3	
2201	INDEP ST SOC SCI	SOC			GENERAL ELECTIVE
2202	INDEP ST SOC SCI	SOC			GENERAL ELECTIVE
2203	INDEP ST SOC SCI	SOC			GENERAL ELECTIVE
SPEECH-THEATRE-RADIO					
1001	THEA ST TOURS	THEA			GENERAL ELECTIVE
1003	SPEECH	COMM	111	3	
1013	ORAL INTERP	COMM	221Q	3	
1023	RADIO PRODUC	COMM	214	3	
1033	SPEECH 2	COMM	325	3	
1042	BROADCASTING	COMM	130Q	3	
1043	PERSON COMMUN	COMM	112	3	
1053	ACTING	THEA	243Q	3	
1063	STAGECRAFT 1	THEA	244	3	

DEPT	CATL	TITLE	WSU EQUIVALENT DEPT	CATL	HRS	NOTE
SPEECH-THEATRE-RADIO						
	1071	IND ST THEA WRKSH1	THEA			GENERAL ELECTIVE
	1072	IND ST THEA WRKSH1	THEA			GENERAL ELECTIVE
	1073	IND ST THEA WRKSH1	THEA			GENERAL ELECTIVE
	1083	STAGECRAFT 2	THEA	244	3	
	1113	COMMUN CAREER DEV	COMM			GENERAL ELECTIVE
	2003	PLAY PRODUCT	THEA			GENERAL ELECTIVE
	2013	THEA APPRECIAT	THEA	143G	3	
	2023	ARGUMENT	COMM	213Q	3	
	2032	RADIO W/SHOP	COMM	215	2	
	2051	IND ST THEA WRKSH2	THEA			GENERAL ELECTIVE
	2052	IND ST THEA WRKSH2	THEA			GENERAL ELECTIVE
	2053	IND ST THEA WRKSH2	THEA			GENERAL ELECTIVE
	2061	IND ST THEA WRKSH3	THEA			GENERAL ELECTIVE
	2062	IND ST THEA WRKSH3	THEA			GENERAL ELECTIVE
	2063	IND ST THEA WRKSH3	THEA			GENERAL ELECTIVE

Goals and Objectives of ICC Student Publications

To recognize positive contributions of ICC students:

1. Encourage positive actions by ICC students through pride and leadership roles.
2. Research, photograph, and record students' accomplishments.
3. Circulate and publicize ICC student publications.

To always inform the public honestly about relevant facts:

1. Tell about all programs useful to all students including vocational, transfer, degree, returning-to-education, and pre-military.
2. To publish responsible information concerning ICC.
3. To promote the skills, and abilities of the faculty, staff, and administration.
4. Enlighten our ICC student audience about people and places of Independence.

To record ICC's history:

1. Research and question all sources.
2. To write historical information.
3. Send photographers out to get specific people related, relevant photos to enhance stories.
4. Complete photos carefully to a high quality standard & write effective cutlines.
5. Get students and administration involved in ICC promotion.
6. Utilize alumni to back up historical information & continue ICC's heritage.

NEWSWRITING 1 COURSE OBJECTIVES

As a result of instruction and learning in Newswriting 1, you will understand these concepts and practices for the purposes of newswriting. Your news stories will be evaluated for journalistic style; proper usage, grammar, punctuation, spelling, etc.; logical progression; effective language; appropriateness; use of research; use of interviewing principles; and news value.

You will be able to write a basic news story, following the structure outlines for news stories.

You will be able to follow journalistic procedures as outlined for our educational setting.

You will be able to evaluate news from a newspaper and determine if it biased.

You will know and use the traits of a journalist.

You will be able to do research for news reporting purposes.

You will be able to recognize news.

You will know and use tangible and intangible tools of journalism.

You will understand the purpose and styles of a lead.

You will know and use words with the understanding of their power and value to news readers.

You will be able to use research to write a feature or news feature.

You will know and use interviewing principles to get good information from sources for features or news stories.

You will understand the newspaper's role in society and various controls from politics and economics.

You will know potential career choices and plans for communications opportunities.

You will be a more discriminatory reader of the news.

You will be a more organized thinker and writer.

You will be a better communicator.

You will be a better consumer of the print media.

INTRODUCTION TO PAGEMAKER

COURSE SYLLABUS

Class meets: August 23, 1988, to October 18, 1988
8 Tuesdays, 1:00 - 3:00 pm (except August 23, until 2:00)

Materials: 1 practice disk, double-sided, 3½"; available in ICC Campus Shop or at Computer Generation (get a new disk please)

Pagemaker Classroom, Student Workbook - no purchase necessary

instructor's handouts

(students may purchase and bring addtional disks if desired)

Introduction to Pagemaker will meet for eight class sessions (1st session- 1:00-2:00 pm; 2nd-8th sessions - 1:00 - 3:00 pm).

Lab time of one hour is required per week outside of class time during the instructor's office hours.

Attendance policy: Attendance in class is required. If a student has more than one unnecessary absence, he may lose credit. All students must make up missed class time for any absence within five class days or his grade will be lowered 1 grade. Students are responsible to withdraw if an "F" is anticipated.

Instructor: Mrs. Susan Main

Office and classroom: Academic Building, room 101

Phone: 331-4100, ext. 250

Office Hours: 8:30 am - 12:00 noon and 1:00 pm - 4:00 pm and at other times by appointment

CCURSE OBJECTIVES - INTRODUCTION TO PAGEMAKER

You will meet these objectives as a student in Introduction to Pagemaker:

1) You will examine the hardware system of our computers, as well as others in the school or elsewhere, and demonstrate your knowledge through the understanding of care of the equipment, everyday use and maintenance, and related explanations to other layout and computer students in our program.

2) You will learn the layout design principles without the computer by drawing sample advertisements and dummy pages for computer layout practice. The elements of dominance, contrast, unity, and simplicity will be evident in your advertisements and dummy pages. Those will be the basis for your computer layout practices.

3) You will learn the value of computer layout knowledge in the printed media, in educational endeavors, and in private use.

4) You will learn the broad range of Pagemaker capabilities through classroom lecture and discussion, textbook preparation, teacher demonstration, class practice, and individual practice.

5) You will complete practice work on school publications to improve skills of placing, weaving, and shaping text, placing and sizing text and headlines, and arranging different elements in a layout.

6) You will complete a project assignment for school publications or a school-related task to demonstrate your ability to plan a multi-column layout and your capabilities of layout design and manipulation of text and headlines.

7) You will learn alternate ways to complete layout exercises, such as different placement designs, different columnar formats, different commands, and methods to undo layout problems.

8) You will assist in Pagemaker layout procedures and instructions in school publications by assisting other students in proper text and headline work, layout and page design, error adjustment, and proper everyday use and maintenance.

9) You will complete a project assignment for school publications or private use to demonstrate mastery of Pagemaker techniques, variations, and layout plannings.

10) You will be evaluated through class discussion, practice participation in and out of regular classtime, project participation, results of the individual project, self-appraisal, and teacher observation.

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Publications Lab 1 Syllabus

Publications Lab 1 is a 2-hour course for production of ICC school publications. The two ICC publications are ICC ***Buccaneer***, a bi-weekly newspaper, and the ***Communico***, the revived ICC yearbook. All Pub Lab students will be contributing to **both** publications.

Students in Pub Lab are responsible for the following:

ethics and responsibility of good journalism
initiative
beat coverage
story and photo assignments
good, positive attitude
enthusiasm
class participation on assignments and tasks
responsibility and reliability on assignments and tasks
work assistance with other students
out-of-class interviews, darkroom time, and computer layout time
editing
evaluation
circulation

Pub Lab students are also responsible to sell and service advertising accounts for the ICC *Buccaneer* and, after ad payment, will receive periodic payment of 10% commissions on ad sales.

Pub Lab students will write and submit only original work as their own. To plagiarize is to take ideas, writings, etc., from another and pass them off as your own. Plagiarism is a breach of ethics and will not be tolerated. Pub Lab students who plagiarize will be subject to loss of credit for the class and potential loss of a journalism scholarship.

Pub Lab students will learn and exemplify the ethics and qualities of a responsible journalist. They will be objective, open-minded, honest, and earnest in investigating and reporting the news. They will meet deadlines and respect time frames, guidelines, and leadership of the newsroom structure of our classroom. They will understand the special educational setting in which we operate and be ethical and tactful in reporting all issues. They will exhibit initiative and be "truthseekers" in news investigations, evaluations, and reporting.

Attendance policy: Attendance in class is required. If a student has more than two absences, he may lose credit. All students may make up major class assignments promptly at the discretion of the instructor. Daily classwork may not be made up after unnecessary absences. Students are responsible to withdraw if an "F" is anticipated.

Advisor: Mrs. Susan Main
Office and classroom: Academic Building, room 101
Phone: 331-4100, ext. 250
Office hours: 8:30 am - 12:00 noon, 1:00 - 4:00 pm, and at other times be appointment

PRE-JOURNALISM

Degree: Associate of Arts

This is a two-year Associate of Arts Degree program that develops the basic understanding of the field of journalism. The students are required to write news and feature stories for publication in the school newspaper and/or magazine. This program also includes basic understanding of photography as it applies to the journalism field.

FRESHMAN YEAR

First Semester	**18 Hrs**	**Second Semester**	**17 Hrs**
English Composition I	3	English Composition II	3
Speech	3	Newswriting II	3
College Algebra	3	Natural Science Elective	5
Newswriting I	3	Art Appreciation	3
Publications Lab I & II	3	Directed Studies in Publications Lab I	3
Theatre Appreciation	3		

SOPHOMORE YEAR

First Semester	**18 Hrs**	**Second Semester**	**16 Hrs**
Introduction to Mass Media	3	Music Appreciation	3
Introduction to Computing	3	Elements of Economics II	3
General Psychology	3	Elements of Sociology	3
Elements of Economics I	3	Physical Science Elective	4
Introduction to Literature	3	Directed Studies in Publication Lab IV	3
Directed Studies in Publication Lab II	3		

BROADCASTING

Degree: **Associate of Arts**

This basic curriculum is designed for students who plan to earn a bachelor's degree in broadcasting. This is a university transfer program and students enrolled should consult the catalogue of the college to which they plan to transfer to make certain that they are meeting basic requirements.

Radio Option

FRESHMAN YEAR

First Semester	**17 Hrs**	**Second Semester**	**16 Hrs**
English Composition I	3	English Composition II	3
Speech	3	College Algebra	3
Introduction to Broadcasting	3	Physical Science Elective	4
Foreign Language	3	Radio Production	3
General Biology	5	Foreign Language	3

SOPHOMORE YEAR

First Semester	**17 Hrs**	**Second Semester**	**18 Hrs**
Elements of Economics I	3	Art Appreciation	3
American Government	3	U.S. History	3
U.S. History	3	Music Appreciation	3
Radio Workshop	2	Elements of Sociology	3
Introduction to Mass Media	3	General Psychology	3
Newswriting I	3	Newswriting II	3

Television Option

FRESHMAN YEAR

First Semester	**17 Hrs**	**Second Semester**	**16 Hrs**
English Composition I	3	English Composition II	3
Speech	3	College Algebra	3
Foreign Language	3	Physical Science Elective	4
Introduction to Broadcasting	3	Television Production	3
General Biology	5	Foreign Language	3

SOPHOMORE YEAR

First Semester	**18 Hrs**	**Second Semester**	**18 Hrs**
American Government	3	Elements of Sociology	3
Elements of Economics I	3	U.S. History	3
U.S. History	3	General Psychology	3
Television Continuity	3	Music Appreciation	3
Newswriting I	3	Newswriting II	3
Introduction to Mass Media	3	Art Appreciation	3

APPENDIX VI

Criterion VII

A. Employment Application - On File for Current Staff
B. Independence Community College Faculty Evaluation Form
B. Independence Community College Self Evaluation Form
B. Independence Community College Student Evaluation Form
C. Grading for Directed Studies in Publications and Publications Lab I and II
D. Journalism Program Grade Distribution for Core Courses

INDEPENDENCE COMMUNITY COLLEGE
INSTRUCTOR EVALUATION BY DEAN OF INSTRUCTION

I have circled the abbreviated term on the right of each evaluation item which best describes my judgment on each item. Refer to the following key for clarification of abbreviations.

C -- Consistently
F -- Frequently
S -- Sometimes
R -- Rarely
N -- Never

I have added my written comments regarding each item where appropriate.

TEACHING DISCIPLINE

In attempting to remain abreat of developments in his or her discipline, the instructor:

1. Keeps up with the current literature in his or her field . . C F S R N

   ____

2. Attends appropriate workshops, conventions, meetings of professional associations, and the like C F S R N

   ____

3. Updates class presentations with new information and materials C F S R N

   ____

4. Seeks better textbooks and instructional materials C F S R N

   ____

TEACHING METHODS

In conducting his or her classes, the instructor:

1. Prepares well for each session C F S R N

   ____

2. Makes well-organized presentations C F S R N

   ____

3. Knows who his or her students are. C F S R N

   ____

4. Designs class to meet the needs of students who have been properly advised and who have taken appropriate prerequisites. C F S R N

5. Makes certain that each student has a course outline or syllabus C F S R N

6. Knows and communicates to students the specific objectives for each unit of the course C F S R N

7. Lets students know clearly his or her expectations of them C F S R N

8. Makes certain that assignments are clear and definite C F S R N

9. Communicates clearly to students how their grades will be determined C F S R N

10. Gives tests which evaluate how well the goals and objectives of the course have been accomplished C F S R N

11. Makes sure that tests cover only material that has been presented or assigned to the students C F S R N

12. Uses tests as a teaching device C F S R N

13. Returns papers within a time frame for them to be a useful learning tool, marked so that students can see what they did right. C F S R N

14. Is fair and impartial in dealing with students C F S R N

15. Listens carefully to, and evaluates, what students say C F S R N

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16. Asks students questions C F S R N

____

17. Encourages students to ask questions in class C F S R N

____

18. Remains open-minded and tactful in responding to students C F S R N

____

19. Changes methods of presentation when students seem not to understand C F S R N

____

20. Encourages students to seek help when necessary C F S R N

____

21. Exhibits distracting classroom mannerisms C F S R N

____

22. Is cheerful and demonstrates a sense of humor C F S R N

____

23. Maintains a friendly relationship with students, [illegible] in and out of class C F S R N

____

24. Remains mentally alert in class C F S R N

____

25. Makes use of a variety of media and resources to make classes clear and interesting C F S R N

____

26. Makes certain that students understand the relationship of media and classroom resources to the course objectives C F S R N

27. Encourages students to use critical thinking and analysis C F S R N

____

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ANALYSIS

28. I believe you do the following specific things well in teaching your classes.

29. I believe you might do the following specific things to improve your classroom teaching.

30. I believe the following things are critical, and need immediate attention. Please make an appointment to visit with me about these items as soon as possible.

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VERIFICATION

After reviewing this document with your supervising administrator, please sign and date it in the appropriate location.

Instructor

Date

Dean of Instruction

Date

INDEPENDENCE COMMUNITY COLLEGE
INSTRUCTOR SELF-EVALUATION

Please circle the abbreviated term on the right of each evaluation item which best describes your judgment on each item. Refer to the following key for clarification of abbreviations.

C -- Consistently
F -- Frequently
S -- Sometimes
R -- Rarely
N -- Never

Please add your written comments regarding each item.

TEACHING DISCIPLINE

In attempting to remain abreast of developments in my discipline, do I:

1. Keep up with the current literature in my field? C F S R N

___

2. Attend appropriate workshops, conventions, meetings [illegible] of professional associations, and the like? C F S R N

___

3. Update class presentations with new information and materials? C F S R N

___

4. Seek better textbooks and instructional materials? C F S R N

___

TEACHING METHODS

In conducting my classes, do I:

1. Prepare will for each class session? C F S R N

___

2. Make well-organized class presentations? C F S R N

___

3. Know who my students are. C F S R N

___

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4. Try to design class to meet the needs of students who have been properly advised and who have taken appropriate prerequisites. C F S R N

5. Make certain that each student has a course outline or syllabus? C F S R N

6. Know and communicate to my students the specific objectives for each unit of the course? C F S R N

7. Let students know clearly my expectations of them? C F S R N

8. Make certain that assignments are clear and definite? C F S R N

9. Communicate clearly to my students how their grades will be determined? C F S R N

10. Give tests that evaluate how well the goals and objectives of the course have been accomplished? C F S R N

11. Make sure that tests cover only material that has been presented or assigned to the students? C F S R N

12. Use tests as a teaching device? C F S R N

13. Return papers within a time frame for them to be a useful learning tool marked so that students can see what they did right C F S R N

14. Remain fair and impartial in dealing with my students? C F S R N

15 Listen carefully to, and evaluate, what my students tell me? C F S R N

16. Ask students to respond to questions I raise? C F S R N

____

17. Encourage my students to ask questions in class? C F S R N

____

18. Remain open-minded and tactful in responding to my students? C F S R N

____

19. Change my methods of presentation when my students seem not to understand? C F S R N

____

20. Encourage students to seek my help when necessary? C F S R N

____

21. Exhibits distracting mannerisms? C F S R N

____

22. Attempt to be cheerful and to demonstrate a sense of humor in class? C F S R N

____

23. Attempt to maintain a friendly relationship with my students, in and out of class? C F S R N

____

24. Remain mentally alert in class? C F S R N

____

25. Make use of a variety of media and resources in my instruction, to add interest and clarity? C F S R N

____

26. Make certain that my students understand the relationship of media and classroom resources to the course objective? C F S R N

____

27. Encourage critical thinking and analysis in my students? C F S R N

____

BEST COPY AVAILABLE

ANALYSIS

28. Identify specific things you believe you do well in teaching your classes.

29. Identify specific things you believe you might do to improve your classroom teaching.

VERIFICATION

After reviewing this document with your supervising administrator, please sign and date it in the appropriate location.

Instructor
Date

Supervising Administrator
Date

BEST COPY AVAILABLE

INDEPENDENCE COMMUNITY COLLEGE
INSTRUCTOR EVALUATION BY STUDENTS

Please circle the abbreviated term on the right of each evaluation item which best describes your judgment on each item. Refer to the following key for clarification of abbreviations.

C -- Consistently
F -- Frequently
S -- Sometimes
R -- Rarely
N -- Never

Please add your written comments regarding each item.

TEACHING METHODS

In conducting this class, my instructor:

1. Appears to prepare well for each class session C F S R N

____

2. Makes well-organized class presentations C F S R N

____

3. Knows who we are. C F S R N

____

4. Designs classes to meet the needs of all of us who have been properly advised and had appropriate prerequisites. C F S R N

____

5. Makes certain that each of us has a course outline or syllabus C F S R N

____

6. Knows and communicates to us the specific objectives for each unit of the course C F S R N

____

7. Lets us know clearly his or her expectations of us C F S R N

____

8. Makes certain that assignments are clear and definite C F S R N

____

9. Communicates clearly how our grades will be determined C F S R N

____

10. Gives tests that evaluate how well the goals and objectives of the course have been accomplished C F S R N

____

11. Makes sure that tests cover only material that has been presented or assigned to us C F S R N

____

12. Uses tests as a means of teaching C F S R N

____

13. Returns papers within a time frame for them to be a useful learning tool marked so we can see what we did right. C F S R N

____

14. Is fair and impartial in dealing with us C F S R N

____

15. Listens carefully to, and evaluates, what we tell him or her C F S R N

____

16. Asks us questions C F S R N

____

17. Encourages us to ask questions in class C F S R N

____

18. Remains open-minded and tactful in responding to us C F S R N

____

19. Changes methods of presentation when we seem not to understand C F S R N

____

20. Encourages us to seek help when necessary C F S R N

____

21. Exhibits distracting classroom mannerisms C F S R N

____

22. Is cheerful and desmonstrates a sense of humor in class C F S R N

____

23. Maintains a friendly relationship with us, in and out of class C F S R N

____

24. Remains mentally alert in class C F S R N

____

25. Uses a variety of media and resources to make the classes clear and interesting C F S R N

____

26. Makes certain that we understand the relationship of media and classroom resources to the course objectives C F S R N

____

27. Encourages us to use critical thinking and analysis C F S R N

____

ANALYSIS

28. What grade do you expect to receive in this course? Circle one

1. A	5. fail
2. B	6. pass
3. C	7. no credit
4. D	8. other

29. I have missed this class: Circle one
    1. less than 3 times
    2. 3 - 6 times
    3. 7 - 10 times
    4. 10 or more times

30. Identify specific things you believe your instructor does well in teaching classes.

31. Identify specific things you believe your instructor might do to improve his or her classroom teaching.

Grading for Directed Studies in Publications and Publications Lab I & II

An "A" student in Publications will exhibit superior ability for newspaper and yearbook work in these areas:

ethics and responsibility of journalism
initiative
class attendance (MWF 11:00-11:50 a.m. or as scheduled by appointment)
beat coverage
log sheets (jobs and hours due Monday for previous M-F week)
story assignments or photo assignments } accepted, worked on, completed on time
attitude and enthusiasm
class participation on assignments/tasks
responsibility and reliability on assignments/tasks
advertising sales and writing
work assistance with other students
out-of-class interviews
out-of-class darkroom time
out-of-class computer layout time

The above areas will be evaluated weekly for a daily grade.

The following areas will be evaluated on each issue and each yearbook deadline for an additional grade:

stories or photos } deadlines met, quality, quantity
copy editing, cutlines, layout
issue evaluation
advertising sold, written on time, and billed
editing responsibilities
extra assignments and volunteer work
circulation -- papers folded, mailed, and distributed

Other parts of the semester grade will be comprised of:

a string book kept by each student OR photographers' negative/contact sheet book
mid-term (the March 24th issue will be evaluated as a mid-term -- each story, photo, and ad will be counted; quality and quantity are important)
self-evaluation (it is important that you feel you are a vital member of this staff because YOU ARE!)
yearbook completion
contest participation
final (the May 5th issue will be evaluated as a final ---each story, photo, and ad will be counted, quality and quantity are important)

JOURNALISM PROGRAM
GRADE DISTRIBUTION FOR CORE COURSES

	1986-87 School Year								1987-88 School Year								1988-89 School Year							
	A		B		C		DFWI		A		B		C		DWFI		A		B		C		DWFI	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Introduction/Mass Media	4	36	2	18	3	27	2	18	3	23	1	7	4	30	5	38								
Newswriting I	3	60	1	20	10	20			3	75					1	25	1	20	1	20	3	60		
Newswriting II																								
Public Relations											3	60			2	40	1	25	1	25	1	25	1	25
Publications Lab I	4	57	1	14	2	29			6	28	7	33	4	19	4	19	10	50			5	25	5	25
Publications Lab II	3	75	1	25					3	75	1	25					10	50	2	10	5	25	3	15
Pagemaker I																	5	71					2	29
Pagemaker II																	1	50					1	50
D/I Studies in Pub.I																	6	60	1	10	1	10	2	20
D/I Studies in Pub. II																								
Print Media Subtotal	14	51	5	18	6	22	2	7	15	32	12	26	8	16	12	26	34	50	5	7	15	22	14	20
Intructional and Community TV Production									2	28	3	42	2	28										
Introduction to Broadcasting											2	100												
Radio Production	1	8	6	50	1	8	4	33			5	42	4	33	3	25	2	12	4	25	2	12	8	50
Radio Workshop	1	50	1	50					2	40	1	20	1	20	1	20			2	40	3	60		
Electronic Media Subtotal	2	15	6	46	1	8	4	31	4	15	11	42	7	27	4	15	2	10	6	29	5	24	8	38
PROGRAM TOTAL	16	40	11	28	7	18	6	15	19	26	23	32	15	21	16	22	36	40	11	12	20	22	22	25

Three-Year Aggregate Totals

	A	B	C	DFWI
Print Media	63-44%	22-15%	29-21%	28-20%
Electronic Media	8-13%	23-38%	13-22%	16-27%
Total Program	71-35%	45-22%	42-21%	44-22%

APPENDIX VII

Criterion IX

C. Five-Year Plan to Improve Journalism Numbers

FIVE-YEAR PLAN TO IMPROVE JOURNALISM NUMBERS

These objectives will be attained in an attempt to improve the FTE and class size of the journalism program:

1987-88

Improve channels of communication among staff members and with me in and out of class.
Improve advising to all students in respect to the journalism program at ICC and area four-year schools.
Improve production schedule and redesign class format for a more efficiently run publications program.
Increase the hours requested of journalism scholars for completion of weekly staff requirements.
Redefine the editorships to allow for more individual differences among staff.
Equalize responsibilities of all staff members to allow for equitable division of publications functions.
Restructure newswriting classes and enhance course objectives and content.
Attend summer school to upgrade journalism teaching skills and program.
Schedule a year-long publications calendar to complete all functions efficiently.

1988-89

Improve advising to recruit more students in journalism classes and program.
Design an effective grading system for publications staff.
Use more work study labor/hours to complete publications production jobs.
Encourage more contest participations by journalists and photographers.
Design and display an effective schedule to use darkroom equally among photographers.
Read one article per month on community college teaching improvement to learn new techniques and practices.
Redesign production routine and restructure journalism staff and classes to allow for more individual differences among students.
Distribute a survey to publications staff requesting their input on the recruiting process.
Design a one sheet, tri-fold handout to be used for imparting information about journalism, scholarships, and ICC's students' success.

1989-90

By utilizing the following methods, increase FTE by 10% each semester for three years and maintain that level:
    upgrade ICC journalism program;
    improve student retention in journalism;
    keep in more frequent contact with high school journalists and advisers;
    increase value of ICC journalists and their skills to high school journalism programs;
    upgrade recruiting materials for journalism and ICC; and
    recruit more journalists with journalism career goals;
Improve retention of students by determining and utilizing better teaching and advising techniques and more carefully explaining publications responsibilities.
Write to 50 high school seniors to invite them to attend ICC and join our publications staff.
Utilize 5 non-journalism staff members from ICC athletic teams, Student Senate, or area high schools to supplement the staff for 1-hour credit Pub Lab 11.

Visit 3 high school journalism classes to get acquainted with students and teachers.
Network at 1 professional meeting with other publications advisers to share ideas and support.
Design an award certificate to be given once a month in recognition to good quality newswriting and photography in *The ICC Buccaneer*.
Write to 5 high school journalists congratulating them on effective news stories, layout ideas, or photos in their student publications.
Enroll in graduate courses in community college teaching and/or journalism.
Read one article per week about school publications trends and program updates.
Plan and coordinate 1 1-hour high school workshop in "Pagemaker Hints" and invite high school staffs or visit their schools for presentation.

1990-91

Plan and coordinate a series of 4 high school workshops for 1 - 2 hours each in the following areas:

Pagemaker Hints
Sportswriting
Careers in Journalism
Advertising for Student Publications

Schedule five staff members to visit the office of a professional publication for a two-day career observation.
Organize and sponsor an ICC chapter of Society for Collegiate Journalists.
Attend two professional workshops with the staff.
Work with ICC officials to develop a brochure promoting ICC and the journalism program.

1991-92

Coordinate a Media Day at ICC for area high schools and community colleges and invite news paper, radio, tv, pr, and advertising professionals.
Get journalism experience from a professional newspaper or magazine.

APPENDIX VIII

Criterion XIII

C. Journalism Program Transfer Equivalent Courses at Regents' Universities

JOURNALISM PROGRAM
TRANSFER EQUIVALENT COURSES AT REGENT'S UNIVERSITIES

ICC COURSE	KSU TRANSFER EQUIVALENCY	PSU TRANSFER EQUIVALENCY	FHSU TRANSFER EQUIVALENCY	ESU TRANSFER EQUIVALENCY	WSU TRANSFER EQUIVALENCY	KU TRANSFER EQUIVALENCY
Newswriting I	News and Feature Writing	Reporting	News Reporting	Reporting I	Beginning Newswriting	Elective
Newswriting II	Not Transferable	Communication Elective	Lower Division Elective	Reporting II	Beat Reporting	Elective
Introduction to Mass Media	Survey of Mass Media	Introduction to Mass Media	Mass Media in a Free Society	Introduction to Mass Communications	Introduction to Mass Communications	Elective
Public Relations	Not Transferable	General Elective	Public Relations	Free Elective	Introductory Public Relations	Elective
Publications Lab I	Journalism Elective	Publication Practice	Newspaper/Yearbook Lab	Free Elective	Journalism Elective	Elective
Publications Lab II	Journalism Elective	Publication Practice	Newspaper/Yearbook Lab	Free Elective	Journalism Elective	Elective
Advanced Video Production	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation
Cable Television	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation
Electronic News and Field Production I	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation
Electronic News and Field Production II	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation
Film Editing	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation
Instructional & Community Television Production	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation
Introduction to Television Continuity	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation
ARRL FCC Novice Licence Program I	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation
ARRL FCC Novice Licence Program II	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation	No Evaluation
Introduction to Broadcasting	Elective	Introduction to Radio and TV	Introduction to Broadcasting	Free Elective	Comm 130 Q	Elective
Radio Production	Elective	Speech Elective	No Evaluation	Free Elective	Radio Production	Elective
Radio Workshop	Elective	No Evaluation	No Evaluation	Free Elective	Radio Practicum	Elective

APPENDIX IX

Criterion XVIII

A. Independence Community College Sex Equity Plan

SEX EQUITY PLAN

Independence Community College has a comprehensive sex equity plan on file at the State Department of Education. This plan is continued each year and updated with new and continued information concerning Title IX, Section 504 of the Rehabilitation Act.

OBJECTIVES	RELATED ACTIVITIES	TIME LINE
1. To continue present Sex Equity Committee	1.(a) The Sex Equity Committee appointed in 1986 is a standing committee appointed by the president.	07/01/88-on-going
	(b) Continue to review and analyze sex equity needs at ICC.	07/01/88-on-going
	(c) Continue to review text books, library materials and media materials.	07/01/88-on-going
2. To provide materials and services for all participants regardless of race, sex, religion, age, national origin or handicap.	2.(a) Actively recruit and admit all persons regardless of sex or handicap.	07/01/88-on-going
	(b) Develop a counseling program that addresses the concerns and problems of this special population	08/01/88-on-going
	(c) Identify individuals who are in need of special services (vision-interpreters)	08/01/88-on-going
3. To continue to monitor the curriculum to insure that it is not sexually biased.	3.(a) All curriculum, books and materials will be reviewed each year to insure all materials remain unbiased and acceptable for students of both sexes.	08/15/88-on-going

DRAFTING AND ENGINEERING TECHNOLOGY PROGRAM REVIEW
1988-89

Prepared by
Independence Community College
Department of Drafting and Engineering Technology

Submitted to the
Dean of Instruction

April 1, 1989

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A Request for Course Approval and Syllabus - Computer Aided Drafting Lab
D. Competency Based Occupational Profile - Mechanical Drafting
E. Independence Community College Curriculum Guide - Drafting Technology - Associate of Science
E. Independence Community College Curriculum Guide - Architectural Engineering Technology - Associate of Applied Science
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G. Carl Perkins Vocational Education Grant - Independence Community College Drafting Technology Program
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A Independence Community College Sex Equity Plan

VOCATIONAL PROGRAM REVIEW GUIDE

This instrument is intended to be used to direct a comprehensive vocational program review. It is intended to be used to document need for the program; strengths and weaknesses of the program; and to assist in the development of a narative addressing need, strengths, and weaknesses. Each component of each criterion will be evaluated as S (satisfactory), NI (needs improvement), or U (unsatisfactory).

LIST OF CRITERIA

CRITERION 1 Institutional Mission and Goals

[[✓ S] NI U] A. Establish that the program is consonant with the philosophy of the college.
[[✓ S] NI U] B. Establish that the program is consonant with the goals of the college.

CRITERION 2 Advisory Council Involvement

[[✓ S] NI U] A. List the names, addresses, and occupations of all program advisory council members.

[S [✓ NI] U] B. Provide minutes and/or other documentation of program advisory council meetings during which goals, objectives, strengths and weaknesses of the program were discussed.

[S [✓ NI] U] C. Document the program advisory council's belief that there is adequate vocational and employment potential for the program.

[[✓ S] NI U] D. Document the program advisory council's recommendations for improving the program, or addressing any deficiency of the program.

CRITERION 3 Labor Market Data

[[✓ S] NI U] A. Document the number of projected job openings for the program in the service area/region; in the state; and in the United States.

[[✓ S] NI U] B. Document projected percentage increase or decrease in annual replacement needs for the program for the next 10 years in the service area/region; in the state; and in the United States.

CRITERION 4 Comprehensive Needs Assessment

[S [✓ NI] U] A. Develop a survey to be administered to industries within business and which documents belief that there is need for the program; that area businesses and industries support and are willing to assist with and participate in the program; that area business and industries are willing to employ graduates of the program; and establishing the annual number of job openings related to the program as reported by businesses and industries in the service area.

[S [✓ NI] U] B. Establish the applicable number of businesses and industries in the service area, the number surveyed, and the return rate for the survey.

[S [✓ NI] U] C. Establish evidence of student interest in the program.

CRITERION 5 LEA Needs Assessment

[S [✓ NI] U] A. Survey and document enrollment in this or similar programs are area vocational technical schools, private colleges or universities, proprietary schools, or private training programs within industrial firms in the service area.

[S [✓ NI] U] B. Survey and document interest in and potential enrollment in the program at service area high schools.

[S [✓ NI] U] C. Document support for and/or perception of need for the program by administrators of LEA's in the service area.

CRITERION 6 Curriculum Analysis

[[✓ S] NI U] A. Document the courses in the program as it currently stands.

[[✓ S] NI U] B. Evaluate the content of the courses in the program in terms of scope, currency, and applicability to vocational skills.

[[✓ S] NI U] C. Evaluate the textual materials of the courses in terms of scope, currency and applicability to vocational skills.

[S [✓ NI] U] D. Evaluate the occupational objectives and competencies specified for each course.

[S [✓ NI] U] E. Evaluate the sequence of courses in the program as normally offered.

[[✓ S] NI U] F. Evaluate the extent to which courses in program have kept up with recent developments in the field affecting employability.

[[✓ S] NI U] G. Recommend courses alterations, additions, and/or deletions.

[[✓ S] NI U] H. Ascertain that a current course syllabus is on file in the office of the Dean of Instruction for each course in the program.

[[✓ S] NI U] I. Ascertain that each syllabus for each course contains the following material:
A detailed course outline.
Publication information relative to the proposed textbook.
A complete description of the course and its place in the curriculum.
A detailed list of course learning objectives.
A detailed list of competencies to be attained by students.
A descriptions of the method of instruction to be used.
A description of the method to be used to evaluate student performance.
A list of materials which students will need in order to take the course.
A list of applicable reference materials available to students who enroll in the course.

CRITERION 7 Instructional Analysis

[[✓ S] NI U] A. Document the credentials and qualifications of the instructors in the program.

[[✓ S] NI U] B. Evaluate the teaching effectiveness of the instructors in the program.

[[✓ S] NI U] C. Evaluate the method or type of instruction used by the various instructors in the program.

[S [✓ NI] U] D. Evaluate the method used to determine how effective the instructional process has been in achieving program objectives.

CRITERION 8 Facilities, Equipment and Materials Analysis

[[✓ S] NI U] A. Evaluate the facilities applicable to the program, as they relate to program objectives and competencies.

[S [✓ NI] U] B. Evaluate the equipment applicable to the program, as it relates to program objectives and competencies.

[[✓ S] NI U] C. Evaluate the materials applicable to the program (including library/media center holdings and acquisitions) as they relate to the program objectives and competencies.

[[✓ S] NI U] D. Establish facilities, equipment and materials needs, both short and long term, in the context of program objectives and competencies.

CRITERION 9 Enrollment

[[✓ S] NI U] A. Document the enrollment for each course of the program each year for the last three years.

[[✓ S] NI U] B. Establish the proper figure for each of the following catagories of program enrollment for each of the last three years.

See narrative pp. 19-20

Year ________
Number of students enrolled in the program ________
Student credit hours generated by the program ________
FTE Enrollment of the program ________

Year ________
Number of students enrolled in the program ________
Student credit hours generated by the program ________
FTE Enrollment of the program ________

Year ________
Number of students enrolled in the program ________
Student credit hours generated by the program ________
FTE Enrollment of the program ________

[S [✓ NI] U] C. Provide program enrollment projections for the next three years and explain them.

CRITERION 10 Cost

[[✓ S] NI U] A. Establish the proper figure for each of the following categories of program cost for each of the last three years.

See narrative p. 21

Year ________
Salaries ________
Fringe Benefits ________
Equipment purchases ________
Equipment maintenance and repair ________
Supplies ________
Travel ________
Total Cost ________

Year ________
Salaries ________
Fringe Benefits ________
Equipment purchases ________
Equipment maintenance and repair ________
Supplies ________
Travel ________
Total Cost ________

Year ________
Salaries ________
Fringe Benefits ________
Equipment purchases ________
Equipment maintenance and repair ________
Supplies ________
Travel ________
Total Cost ________

CRITERION 11 Marketing Analysis

[[✓ S] NI U] A. Identify the target market for this program as it currently operates.

[S [✓ NI] U] B. Document the advertising/marketing efforts associated with the program as it currently stands.

[S [✓ NI] U] C. Evaluate the effectiveness of the advertising/marketing efforts associated with the program as it currently stands.

[S [✓ NI] U] D. Recommend alterations in the advertising/marketing efforts associated with the program.

CRITERION 12 Internal Procedures Analysis

[[✓ S] NI U] A. Evaluate advising effectiveness as related to the program.

[[✓ S] NI U] B. Recommend alterations of the advising process as related to the program.

[[✓ S] NI U] C. Evaluate VE-3 and K VED-1,2,3 reporting as related to this program.

CRITERION 13 Transfer

[[✓ S] NI U] A. Document the percentage of program enrollees who transfer to comparable university programs.

[S [✓ NI] U] B. Evaluate the effectiveness of the program in meeting the needs of transfer enrollees, through follow-up surveys or other similar means.

[S [✓ NI] U] C. Document the extent of program articulation with universities by providing evidence indicating that the courses in the program are transferable to each of the state universities and by providing evidence indicating that the courses in the program satisfy both program and course requirements for comparable programs at the state universities.

CRITERION 14 Placement and Demographics

[S [✓ NI] U] A. Document the number and percentage of program enrollees for the last three years who fall into the following categories.

Year ______

Number	% of Total	
______	______	Adults returning to school
______	______	Recent high school graduates
______	______	Residents of the service area
______	______	Employed in the program field wide
______	______	Employed outside the program field while attending
______	______	Unemployed while attending
______	______	Completers employed in the program field
______	______	Completers transferring to comparable university programs.
______	______	Completers employed in other fields
______	______	Completers unemployed

See narrative
pp. 26-27

Year ______

Number	% of Total	
______	______	Adults returning to school
______	______	Recent high school graduates
______	______	Residents of the service area
______	______	Employed in the program field wide
______	______	Employed outside the program field while attending
______	______	Unemployed while attending
______	______	Completers employed in the program field
______	______	Completers transferring to comparable university programs.
______	______	Completers employed in other fields
______	______	Completers unemployed

Year ______

Number	% of Total	
______	______	Adults returning to school
______	______	Recent high school graduates
______	______	Residents of the service area
______	______	Employed in the program field wide
______	______	Employed outside the program field while attending
______	______	Unemployed while attending
______	______	Completers employed in the program field
______	______	Completers transferring to comparable university programs.
______	______	Completers employed in other fields
______	______	Completers unemployed

[S [✓ NI] U] B. Evaluate the effectiveness of the placement component of the program through follow-up surveys of students placed, employers with whom students have been placed, or other similar means.

CRITERION 15 Survey of Previous Program Enrollees

[S [✓ NI] U] A. Survey former students and document their evaluation of the effectiveness of the program and their perception of its strengths and weaknesses.

CRITERION 16 Admissions Requirements

[[✓ S] NI U] A. List any requirements which limit or restrict admission to the program in some fashion, and justify such restrictions.

CRITERION 17 Outside Accreditation

[[✓ S] NI U] A. List all outside accrediting, licensing or certifying agencies or organizations which approve, review, and/or have in-put in the conduct or standards of the program, and explain the relationship of the program to any such agency listed.

CRITERION 18 Affirmative Action/Sex Equity

[S [✓ NI] U] A. Explain how this program effects the institution's commitment to affirmative action and sex equity.

CRITERION 1

Institutional Mission and Goals

A **Establish that the program is consonant with the philosophy of the college.**

The mission and philosophy of Independence Community College may be found in the appendix. This vocational program is in harmony with the institutional mission and philosophy . In fact, this program is vital to that portion of the institutional mission which states that, *"The college offers a wide range of curricula that is responsive to the ever-changing personal and career needs of the individual...:"*

B. **Establish that the program is consonant with the goals of the college.**

The goals of the college as stated by the Board of Trustees may be found in the appendix. This vocational program is in harmony with the institutional goals, especially the third goal, *"To provide occupational education programs for job training, retraining and/or upgrading of skills"*. Some of the goals of the program are dealt with in the Independence Community College Strategic Planning Document, under Planning Goal One (1) of Mission Purpose Three (3), found in the Appendix.

CRITERION 2

Advisory Council Involvement

A List the names, addresses, and occupations of all program advisory council members.

The list of Vocational Advisory Council members for this and all vocational programs of the college may be found in the appendix. Although specific occupations of council members are not specifically listed, they may be inferred from the membership categories appearing on the list.

B. Provide minutes and/or other documentation of program advisory council meetings during which goals, objectives, strengths and weaknesses of the program were discussed.

A selection of Advisory Council minutes and materials is included in the appendix. Research in completing this portion of the criterion indicates that better effort to maintain complete minutes of meetings are required. Not all minutes for all meetings are available. Improvement in this regard is necessary.

C. Document the program advisory council's belief that there is adequate vocational and employment potential for the program.

While the minutes of many Advisory Council meetings are available, they do not reflect the council's beliefs regarding the adequacy of employment potential for the program. Improvement in this regard is necessary. This has been a topic of conversation at council meetings and present council members have indicated that there is adequate employment potential, but council minutes do not reflect this conversation.

D. **Document the program advisory council's recommendations for improving the program, or addressing any deficiency of the program.**

The Vocational Advisory Council is routinely advised that one of its responsibilities is to recommend changes and/or improvements in this program (see Functions of the Vocational Advisory Committee in the appendix). Most recently, the council has made recommendations in support of curricular modifications relating to Computer Aided Drafting and the addition of equipment to support Computer Aided Drafting. For further detail in this regard refer to Criterion 6.

CRITERION 3

Labor Market Data

A **Document the number of projected job openings for the program in the service area/region; in the state; and in the United States.**

Available data indicate that by 1995, 230 civil and architectural engineering technicians will be employed in the service area, an increase of 30 over 1986 employments. For the same period, 260 drafters will be employed in the service area, an increase of 40 over 1986 employments. The average annual job openings in the service area for each employment category will be 10, through 1995. By 1995, 3,320 civil and architectural engineering technicians will be employed in the state, an increase of 460 over 1986 employments. For the same period, 3,020 drafters will be employed in the state, an increase of 370 over 1986 employments. The average annual job openings in the state for civil and architectural engineering technicians will be 130 through 1995. The average annual job openings in the state for drafters will be 60 through 1995. By 1995, 430,000 engineering technicians will be employed in the nation, an increase of 104,000 over 1986 employments. For the same period, 400,000 drafters will be employed in the nation, an increase of 55,000 over 1986 employments.

B. **Document projected percentage increase or decrease in annual replacement needs for the program for the next 10 years in the service area/region; in the state; and in the United States.**

For civil and architectural engineering technicians, service area projections indicate an increase of 15% in employment to 1995; state projections indicate an increase of 16.1% in employment to 1995; and national projections indicate an increase of 32.2% in employment to 1995. Nationally, civil and architectural engineering technicians experience an annual separation rate of 17.9%. Growth in this employment category for the nation as a whole is labeled by the Bureau of Labor statistics as "faster than average".

Growth rates in this employment category for the state and service area are distinctly lower than that for the nation. For drafters, service area projections indicate an increase of 18.2% in employment to 1995; state projections indicate an increase of 14% in employment to 1995; and national projections indicate an increase of 15.8% in employment to 1995. Nationally, drafters experience an annual separation rate of 16.0%. Employment growth in this employment category for the nation as a whole is described by the Bureau of Labor Statistics as "average". The growth rate in this employment category is somewhat higher for the service area than for the state and nation.

Salary prospects for drafters are somewhat brighter nationally than they are at the state and service area levels. The median annual earnings for drafters nationally are 21,400. For the state they approach $20,218, and $19,552 for the service area. Nationally, the range of earnings extends from $13,054 to $31,004. In Kansas, the range approaches $6,968 to $39,686, and $9,048 to $39,686 for the service area. State and service area data are unavailable for engineering technicians. Nationally, median annual earnings for engineering technicians are $24,400.

CRITERION 4

Comprehensive Needs Assessment

A **Develop a survey to be administered to industries within the service area which documents belief that there is need for the program; that area businesses and industries support and are willing to assist with and participate in the program; that area businesses and industries are willing to employ graduates of the program; and establishing the annual number of job openings related to the program as reported by businesses and industries in the service area.**

Traditionally at Independence Community College no consistent, regularized institutional survey has been developed to gauge program support, program participation, employment of program graduates, and annual job openings relative to the program among businesses and industries within the service area. In order to address this need, a pilot survey of area businesses and industries has recently been conducted and tabulated. A portion of this pilot survey deals with this program, and the complete survey may be found in the appendix. The results of the pilot survey indicate that area businesses and industries believe that there is a need for the program. The estimate of annual job openings by local businesses and industries is 4, which is consistent with regional occupational demographics as noted in Criterion 3. Respondents to the survey indicate a generally low level of participation in the current program, illustrating the need for more community promotion and activity and the broadening of the vocational advisory council.

B. **Establish the applicable number of businesses and industries in the service area, the number surveyed, and the return rate for the survey.**

The college has developed a standard list of 725 businesses and industries operating in the four county service area which served as the universe for the recently completed pilot survey. All 725 businesses and industries were surveyed in the pilot study. Fifty-three businesses and industries returned completed surveys, yielding a return rate of 7.3%. Future survey efforts must focus upon improving the return rate.

C. Establish evidence of student interest in the program.

Student interest in the program is indicated by program enrollment. FTE program enrollment figures for the past several years follow:

	1984-85	13.67	
	1985-86	11.80	
	1986-87	9.80	
	1987-88	10.20	
	1988-89	10.80	
Five-year Total			56.27
Five-year Average			11.25

Because low enrollment has been a troublesome prospect for the program, a three-year program recruitment plan has been developed and implemented this school year. The Three-Year Program Recruitment Plan may be found in the appendix.

An additional indicator of student interest is the number of program majors. The distribution of program majors is as follows.

Spring Semester 1987	12
Summer Session 1987	3
Fall Semester 1987	21
Spring Semester 1988	23
Summer Session 1988	5
Fall Semester 1988	25
Spring Semester 1989	21
Summer Session 1989	9
Fall Semester 1989	24

CRITERION 5

LEA Needs Assessment

A. **Survey and document enrollment in this or similar programs in area vocational technical schools, private colleges or universities, proprietary schools, or private training programs within industrial firms in the service area.**

Within the service area of the college several high schools and one area vocational technical school offer this program. The instructor makes visits to the other schools in the area offering the program and communicates periodically with the instructors. The annual Competition Day activities, during which students from drafting programs from area high schools submit their work to the college as a part of a judged showing, serve as an excellent networking opportunity for the college and high school instructors. Aside from this kind of anecdotal data, no consistent, regularized institutional survey of area school programs has been made. As a result no data concerning enrollment is available. This is an area in need of improvement.

B. **Survey and document interest in and potential enrollment in the program at service area high schools.**

As noted above, no consistent, regularized institutional survey of area school programs has been made. As a result, interest and potential enrollment data are not available. This is an area in need of improvement.

C. **Document support for and/or perception of need for the program by administrators of LEA's in the service area.**

As noted above, no consistent, regularized institutional survey of area school programs has been made. As a result, data documenting LEA administrators, perceptions of the program are not available. This is an area in need of improvement.

CRITERION 6

Curriculum Analysis

A. Document the courses in the program as it currently stands.

Drafting Technology

Engineering Graphics I
Engineering Graphics II
Manufacturing Processes and Materials
Machine Drawing
Pictorial and Technical Illustrations
Introduction to Computer Aided Drafting
Fundamentals of Quality Control
Blueprint Reading
Computer Aided Drafting 2D
Computer Aided Drafting 3D
Graphics Communications with CAD
Computer Aided Drafting Application Problem Solving
Computer Aided Drafting Lab

The computer aided drafting courses have been only recently added to the curriculum in order to update the program and to provide a CAD dimension much valued by business and industry. The courses are not yet fully implemented, but considerable progress has been made. Course descriptions for all these courses and syllabi for the newly added CAD courses may be found in the appendix.

Architectural Engineering Technology

Residential Drafting and Planning
Architectural Detailing
Commercial Structure Drafting
Structural Design
Independent Study - Architectural Technology

Civil Engineering Technology

Surveying and Measurements
Civil Drafting
Basic Hydraulics Systems
Soils and Foundations
Civil Design
Reinforced Concrete Design and Detailing
Independent Study - Engineering Technology

Course descriptions for all of these courses may be found in the appendix.

B. Evaluate the content of the courses in the program in terms of scope, currency, and applicability to vocational skills.

The scope, currency and applicability of the content of the courses in the program have been reviewed and evaluated by the instructor and the Division Chairperson. With the addition of five new CAD related courses, the courses and content of the program are now appropriate to the task of vocational training for the employment categories of drafting technology, architectural engineering technology, and civil engineering technology.

C. Evaluate the textual materials of the courses in terms of scope, currency and applicability to vocational skills.

Textual materials have been reviewed and evaluated by the instructor and the Division Chairperson in terms of scope, currency and applicability. With the addition of new textual materials related to CAD, the program is capable of appropriate vocational training. Textual materials are identified in the CAD related syllabi which may be found in the appendix.

D. Evaluate the occupational objectives and competencies specified for each course.

Occupational objectives and competencies are not clearly delineated for several of the courses in the program. Objectives are clearly stated for the CAD related courses recently added to the curriculum. The Kansas State Department of Education is in the process of developing competency profiles for all vocational programs. Thus far Mechanical Drafting is the only profile relating to this program which has been developed. The competency profile for Mechanical Drafting may be found in the appendix. It is the intent of the department to adopt competency profiles for the various elements of the programs, and lists of specific competencies for each course in the program. That effort is only now beginning. Improvement in this area is needed.

E. Evaluate the sequence of courses in the program as normally offered.

The sequence of courses in the program has been evaluated by the instructor and the Division Chairperson and found to be generally appropriate. The integration and sequencing of the new CAD related courses is currently underway, but is incomplete at this moment. When that has been completed, the sequence of courses will be appropriate to the vocational training task.

F. Evaluate the extent to which courses in the program have kept up with recent developments in the field affecting employability.

The addition of the new series of five CAD related courses indicates that the program is abreast of recent developments in the field affecting employability. The remaining courses have been reviewed by the instructor and the Division Chairperson to ensure that they too are current with recent developments in the field affecting employability.

G. Recommend course alterations, additions, and/or deletions.

There are no four-year drafting technology programs offered by four-year state universities into which students may transfer. Despite this, the Independence Community College catalogue outlines a two year curriculum guide for students "planning on a four-year degree and who are completing the first two years at Independence Community College." Clearly the primary function of the drafting technology segment of the engineering technology cluster must be to provide employment skills training for as wide a variety of drafting positions as possible. The Associate of Science Degree in Drafting Technology currently advertised in the catalogue needs to be dropped in favor of the Associate of Applied Science Degree in Drafting Technology. The curriculum guide for the Associate of Applied Science Degree in Drafting Technology which is currently in the catalogue specifies 40 credit hours of drafting technology courses, despite the fact that only 24 credit hours of course descriptions are provided under the Drafting Technology heading in the catalogue. Aside from editing changes necessary to eliminate this confusing situation, 47 credit hours of technical and contextual courses are required for the Associate of Applied Science Degree. Thus it appears that a few courses could be added to the curriculum to expand and enhance employment skills training and to prepare program completers for as wide a variety of drafting positions as possible.

The recent addition to the program of five new CAD courses is intended to assist in expanding and enhancing employment skills training opportunities. Those courses are:
Computer Aided Drafting 2D
Computer Aided Drafting 3D
Computer Communications with CAD
Computer Aided Drafting Application Problem Solving
Computer Aided Drafting Lab

Additional courses which could be added to the drafting technology curriculum to widen the exposure of students and/or provide additional areas of employment training include:
Piping Systems Design
Industrial Illustration
Strength of Materials

Welding
Metallurgy and Heat Treatment
Tool Design
Pneumatics

Since employment skills training should be the primary function of the drafting technology curriculum, the addition of a block of applied science and mathematics courses might be appropriate. Of course transfer students from the architectural and civil engineering segments of the program would need to be advised to avoid the applied science and mathematics courses, but those architectural and civil engineering technology students who are seeking employment skills training rather than a four-year degree could also benefit from the addition of applied science and mathematics courses to the curriculum. These might include:

Applied Physics
Applied Algebra
Applied Mechanics
Applied Electricity

Two state universities offer four-year engineering technology degrees. A third offers a four-year industrial technology degree. Wichita State University's industrial technology degree is designed to provide students training for a management oriented technical profession. The Independence Community College program is well articulated with the Wichita State University program. In fact, the only written articulation agreement involving the program involved Wichita State University (See appendix). Pittsburg State University offers no degree in architectural or civil engineering technology, although the university does offer a degree in construction management technology and construction engineering technology, both of which contain several of the courses offered in the Independence Community College program. Kansas State University offers a four-year degree in both architectural and civil engineering technology. Clearly a curriculum guide leading to an Associate of Science Degree for architectural and civil engineering students planning to transfer to a university is needed. No such curriculum guide appears in the current college catalogue. Unlike the drafting technology component of the program, the architectural and civil engineering components need to serve the transfer student, as well as those students seeking employment skills training, those already employed who seek additional training or retraining, and area businesses and industries seeking customized training and cross or retraining of employees.

The Associate of Science Degree curriculum should reflect the needs of transfer students, while the Associate of Applied Science Degree should reflect the needs of those seeking employment skills training. The curriculum guide for the Associate of Science Degree in engineering technology could resemble the following model.

Freshman Year

First Semester	Hours	Second Semester	Hours
English Composition I	3	English Composition II	3
College Chemistry I	5	College Chemistry II	5
College Algebra	3	Plane Trigonometry	3
Economics I	3	FORTRAN IV	3
Engineering Graphics I	3	Speech	3
	17		17

Sophomore Year

Analytical Geometry and Calculus I	5	Analytical Geometry and Calculus II	5
General College Physics I	5	General College Physics II	5
Design	3	Elements of Sociology	3
Engineering Graphics II	3	Wellness Concepts	2
	16		15

The Associate of Applied Science Degree in architectural and civil engineering technology should be designed to provide employment skills training for as wide a variety of related positions as possible, so as to satisfy students seeking initial employment, students already employed and seeking additional or retraining, and businesses and industries seeking customized training and cross or retraining. The current applied science degree guide for architectural engineering technology specifies 31 credit hours of technical and contextual course work, although only 18 credit hours of course descriptions are provided under the Architectural Engineering Technology heading in the catalogue. Similarly, 39 credit hours of technical and contextual course work are specified in the degree guide for civil engineering technology, although 26 credit hours of course descriptions are provided under the Civil Engineering Technology heading in the catalogue. As noted above, 47 credit hours of technical and contextual courses are required for the Associate of Applied Science Degree. As with the drafting technology cluster, it appears that the curriculum for both architectural and civil engineering technology could be expanded to enhance the employment skills training functions of the program.

Some architectural engineering technology offerings generally associated with the curriculum which are not presently offered include:

Design Graphics I and II
Architectural Graphics I and II
History of Building and Construction

Some civil engineering technology offerings generally associated with the curriculum which are not presently offered include:

Concrete and Asphalt Design
Fluid Mechanics
Highway Design
Highway Plan Reading I and II
Water Supply and Sewage

Some engineering technology offerings which are generally common to both architectural and civil engineering technology curricula which are not presently offered include:

Statics
Strength of Materials
Structural Steel Design
Construction Materials
Construction Techniques and Detailing
Introduction to Construction Programming
Construction Drawing
Site Surveying
Construction Documents
Construction Materials Estimating

At some time in the future, the department should consider the addition of a construction engineering technology component to the program cluster now in existence. Many of the courses suggested above are also a part of the construction engineering technology curriculum. There is a four-year program at a nearby state university into which students could transfer. There are employment opportunities in the area for students completing such a program.

H. Ascertain that a current course syllabus is on file in the office of the Dean of Instruction for each course in the program.

The instructor and Division Chairperson have reviewed the syllabus file for the program and have found that a current syllabus is on file for each course in the program.

I. Ascertain that each syllabus for each course contains the following material:

1. A detailed course outline.
2. Publication information relative to the proposed textbook.
3. A complete description of the course and its place in the curriculum
4. A detailed list of course learning objectives
5. A detailed list of competencies to be attained by students.
6. A description of the method of instruction to be used.

7. A description of the method to be used to evaluate student performance.
8. A list of materials which students will need in order to take the course.
9. A list of applicable reference materials available to students who enroll in the course.

The instructor and Division Chairperson have reviewed the syllabus file for the program and have found that the syllabus for each course in the program contains the appropriate information as listed.

CRITERION 7

Instructional Analysis

A Document the credentials and qualifications of the instructors in the program.

The instructor is qualified to operate the program and teach the various courses in the program. He has attained an Education Specialist Degree in Industrial Arts, and has eighteen years of secondary and fifteen years of postsecondary teaching experience. Copies of resumes and/or employment applications may be found in the appendix.

B. Evaluate the teaching effectiveness of the instructors in the program.

Student and administrative evaluations indicate that the instructor is performing his technical instructional duties and adequately motivating students. Copies of student and administrative evaluation forms may be found in the appendix.

C. Evaluate the method or type of instruction used by the various instructors in the program.

Instructional method in this program entails lecture, lab and hands-on individualized instruction. Both auditory and manipulative learning modes are accessed through current instructional techniques. Review of drawings, maps, plats, and designs entails some appeal to the visual learner. Small classes permit direct work with students and an informal setting in which students are free to ask questions.

D. Evaluate the method used to determine how effective the instructional process has been in achieving program objectives.

No consistent, regularized method of assessing the effectiveness of the instructional process in achieving program goals has been developed for this program, aside from program termination status reports and placement follow-up efforts. Those measurers indicate that the instructional process is effective in reaching program objectives, but improvement is needed in this regard.

CRITERION 8

Facilities, Equipment and Materials Analysis

A Evaluate the facilities applicable to the program, as they relate to program objectives and competencies.

The facilities established for the program are spacious, well-designed, well-lighted, and dedicated to the exclusive use by students of the program. Climate controlled conditions contribute to a pleasant workplace, free from distractions, which facilitates students focus upon program objectives and competencies.

B. Evaluate the equipment applicable to the program, as it relates to program objectives and competencies.

The equipment applicable to the program is adequate. Drafting tables and mechanical drafting tools and paraphernalia are plentiful and in good condition. A recent $40,000 grant has permitted the updating of the CAD component of the program with a DEPCO Model 28, MS-DOS compatible CAD computer system with SUPER EGA color graphics and a DMP-61 plotter and JDL-850 GL plotter/printer. This CAD capability utilizes Versa CAD Design 2D/3D software, also purchased through the recent grant. Some improvement is still required in the equipment component of the program. Because there are many different kinds of CAD systems in use, training in one particular system may be of limited usefulness in providing students with employment skills. Additional types of CAD systems should be made available for student training in order for the program to operate at optimum effectiveness.

C. Evaluate the materials applicable to the program (including library/media center holdings and acquisitions) as they relate to the program objectives and competencies.

The instructor and Division Chairperson have evaluated materials applicable to the program including library/media center holdings and acquisitions as they relate to program objectives and competencies. Such materials have been found to be adequate in assisting the program to meet is objectives.

D. Establish facilities, equipment and materials needs, both short and long term, in the context of program objectives and competencies.

The most pressing need of the program in terms of material and capital items, is the need to add a variety of CAD systems to that already in place, in order to adequately train students for modern drafting and engineering technology positions. Meeting this program need hinges

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upon the financial resources available to the college. The instructor and the Division Chairperson are currently exploring opportunities available to secure resources necessary to achieve this goal. Otherwise, facilities, equipment and materials needs are adequate to the short- and long-term program objectives.

CRITERION 9

Enrollment

A Document the enrollment for each course of the program each year for the last three years.

	1986-87	1987-88	1988-89
Architectural Detail	1	2	0
Civil Drafting	2	1	2
Commercial Structure Drafting	0	0	1
Computer Aided Drafting	11	15	10
Engineering Graphics I	25	26	17
Engineering Graphics II	5	1	8
Home Remodeling	0	0	6
Independent Study	0	0	1
Machine Drawing	1	0	1
Pictorial Drawing & Illustration	0	1	0
Manufacturing Processes & Materials	0	1	0
Residential Drafting & Planning	4	4	8

It will be noted that over the last three years, the largest course enrollments in the program are consistently in the Engineering Graphics courses, especially Engineering Graphics I. This appears to be attributable to the fact that the transfer component of this vocational program is much more significant than the employment training component in terms of termination status of program enrollees. Engineering Graphics is one of the few engineering technology core courses offered in the program which is required by, and is directly transferable to the only state university with architectural and civil engineering technology programs.

B. Establish the proper figure for each of the following categories of program enrollment for each of the last three years.

	Number of Students	Student Credit Hours Generated	FTE	Revenue Generated
1986-87	49	147	9.8	10,375.86
1987-88	51	153	10.2	10,411.23
1988-89	54	162	10.8	10,737.00

C. Provide program enrollment projections for the next three years and explain them.

Data necessary to make program enrollment projections is not available. The instructor and Division Chairperson are committed to increased marketing and recruiting efforts for the program, as per the Recruitment Plan for Drafting Program found in the appendix. Based upon their assessment of student demand and marketing and recruiting factors, they believe that a 25% increase in enrollment for each of the next three years is a realistic projection.

CRITERION 10

Cost

A Establish the proper figure for each of the following categories of program cost for each of the last three (3) years.

Program Cost Analysis

	1986-87	1987-88	1988-89
Salaries	26,899	27,900	29,197
Fringe Benefits	1,740	1,860	1,980
Equipment Purchases	1,800	-0-	39,611
Equipment Maint. & Repair	1,500	-0-	175
Supplies	700	10	250
Travel	100	450	150
Other	1,527	1,040	425
TOTAL COST	**34,266**	**31,260**	**71,788**

CRITERION 11

Marketing Analysis

A. Identify the target market for this program as it currently operates.

There are four target markets for the program as it currently operates. They are high school graduates seeking employment as drafting, architectual, and civil engineering technicians; high school graduates seeking to transfer into a four year program in drafting, architectual, and civil engineering technology; adults who are already employed in the field and who are seeking to update their skills in order to improve their employment position; and businesses and industries seeking to undertake customized training for their employees, or to cross-train or retrain segments of their employees, in drafting, architectual, and civil engineering technology.

B. Document the advertising/marketing efforts associated with the program as it currently stands.

There are few institutionalized marketing efforts associated with the program as it presently operates. Consequently documentation cannot be accomplished. There are no programmatic marketing brochures, flyers, or other publications. There is no focused media marketing for this program. There are few direct mail marketing efforts. There is very little face-to-face marketing to target audiences. Occasional visits with employees and employers do take place. The instructor last spring semester accompanied the admissions officer on her recruiting visits to area high schools. Efforts to market the program to high school students and instructors during Competition Day activities, described above, do take place. The instructor and the Division Chairperson are developing a marketing plan for the program. Improvement is needed in this area, but institutional resources will need to be brought to bear if significant improvement occurs.

C. Evaluate the effectiveness of the advertising/marketing efforts associated with the program as it currently stands.

There is little evaluative information regarding the few marketing efforts which do take place. The sentiment of the instructor and the Division Chair is that the high school visits and contacts associated with Competition Day are moderately effective. In the recent pilot survey of former vocational students, which may be found in the appendix, respondents identify the greatest area of need for improvement is vocational program advertising. This program ranks high among those indicating the need to improve program advertising. Clearly this is an area in need of improvement.

D. Recommend alterations in the advertising/marketing efforts associated with the program.

The program needs to develop a marketing brochure, flyer, or publication which can be given to interested students and area high school instructors. A direct mailing effort to area high school seniors needs to be developed and undertaken. High school visitations need to be continued. A follow-up system of cards and/or phone calls needs to be developed. A marketing piece aimed at the adult worker needs to be developed. Distribution efforts in area businesses need to be undertaken. A descriptive explanation of services which can be provided in the way of customized training and employee training and retraining needs to be developed and sent by direct mail to appropriate officials in area businesses and industries which can benefit from certain segments of this program. This should be followed by appointments and face-to-face meetings with these officials. A regularized calling/visitation schedule should be developed to ensure constant monitoring of these officials and their training needs. Focused newspaper and radio advertising marketing the program needs to be planned and implemented.

CRITERION 12

Internal Procedures Analysis

A. Evaluate advising effectiveness as related to the program.

The instructor and the Division Chairperson have evaluated the advising system as it relates to this program and have found it to be effective. Student feedback indicates that advising as related to the program is effective. The close cooperation of this department with the Pre-Engineering and Physics departments ensures advising effectiveness.

B. Recommend alterations of the advising process as related to the program.

The advising process and mechanism appear to be appropriate and functioning well. There do not appear to be many females and minorities enrolled in the program. Perhaps greater effort should be made in advising females and minorities as to the employment possibilities associated with the program. This will entail working more closely with the ABE/GED program and the Single Parent/Homemaker program.

C. Evaluate VE-3 and K-VED-1,2,3 reporting as related to this program.

State reports are completed and filed regularly with the Dean of Instruction. VE-3 and K-VED-1,2,3 reports are on file from the 1981-82 school year forward. Samples may be found in the appendix.

CRITERION 13

Transfer

A Document the percentage of program enrollees who transfer to comparable university programs.

According to the Termination Status of Program Enrollees, which may be found in the appendix, 81 enrollees who have completed the program during the last seven years continued in the program, most apparently transferring to university programs. This compares to 10 program enrollees during the last seven years who have completed the program and gone on to seek employment in the field. During this seven year period an average of 1.4 students each year have completed the program and entered the labor force, while an average of 11.6 students each year have completed the program and transferred to university programs. Although this is a vocational program, the transfer component of the program has been quite significant.

B. Evaluate the effectiveness of the program in meeting the needs of transfer enrollees, through follow-up surveys or other similar means.

The program appears to be effective in meeting the needs of transfer students since large numbers of students are involved in the transfer process. The instructor makes contact with state universities in order to make certain that course content is appropriate to their programs. Anecdotal reports gathered by the Registrar during his regular visits to state universities to visit with transfer students from Independence Community College indicate that the transfer component of the program is effective. It should be noted, however, that most of the hours completed by architectural and civil engineering technology students lie in the general education core of the science, mathematics, and pre-engineering departments. No regularized, consistent institutional follow-up surveys have been undertaken to determine transfer effectiveness of the program. This is an area in need of improvement.

C. Document the extent of program articulation with universities by providing evidence indicating that the courses in the program are transferable to each of the state universities and by providing evidence indicating that the courses in the program satisfy both program and course requirements for comparable programs at the state universities.

There is some documentation of program articulation. Since this program is a vocational program, rather than a transfer program, such documentation has been considered unnecessary. The recently completed Articulation Agreement between Independence Community College and the Wichita State University's Department of Industrial Technology and the program curriculum guides from Kansas State University (see appendix) indicate successful transfer and articulation. More extensive documentation would be helpful.

CRITERION 14

Placement and Demographics

A. Document the number and percentage of program enrollees for the last three (3) years who fall into the following categories.

	1986-87		1987-88		1988-89	
	Number	Percent	Number	Percent	Number	Percent
Adults returning to school	38	77.6	32	62.7	35	64.8
Recent high school graduates	11	22.4	19	37.3	19	35.2
Residents of the service area	47	100	49	96	51	94.4
In-district students	36	73.5	40	78.4	45	83.3
Out-district students	13	26.5	9	17.6	6	11.1
Out-of-state students	0	0	2	3.9	3	5.5
Employed in program field while attending	NA	NA	NA	NA	NA	NA
Employed outside program field while attend	NA	NA	NA	NA	NA	NA
Unemployed while attending	NA	NA	NA	NA	NA	NA
Completers employed in program field	3	.06	5	10	0	0
Completers transferring to university	3	.06	18	35.3	13	24.1
Completers employed in other fields	NA	NA	NA	NA	NA	NA
Completes unemployed	NA	NA	NA	NA	NA	NA

Also please see the chart entitled Termination Status of Program Enrollees found in the appendix. From that data it is clear that the major focus of the program in the past has been the transfer function. Over the past seven years 81 (65.9%) program enrollees have transferred to universities while only 10 (8%) have completed the program and gone on to seek employment. During that same period 26 (21.1%) program enrollees have left the program completing less than fifty percent of the program. It would appear that some change in focus is in order. Employment skills training needs to become a more significant part of the program. Likewise efforts should be undertaken to ascertain why the rate of program leavers is high and what might be done to reduce it. The data collection in this area needs to be improved.

B. Evaluate the effectiveness of the placement component of the program through follow-up surveys of students placed, employers with whom students have been placed, or other similar means.

Follow-up surveys of completers who are employed and of employers who hire completers are conducted. Samples of both types of surveys may be found in the appendix. Unfortunately, the return rate for both is extremely low. There is no satisfactory mechanism for tracking and locating completers for follow-up efforts. This has been a problem for vocational programs state wide. The Kansas State Department of Education has recently undertaken a program to trace and locate completers for follow-up study, utilizing social security numbers and networking with other appropriate state agencies. This effort is still in the formative stages, but it is hoped that follow-up survey rates can be improved through this effort. Those surveys of completers and of employers which have been accumulated indicate that employers and program completers are satisfied with the training offered through the program.

CRITERION 15

Survey of Previous Program Enrollees

A Survey former students and document their evaluation of the effectiveness of the program and their perception of its strengths and weaknesses.

Traditionally at Independence Community College no consistent, regularized institutional survey has been developed to gauge the evaluation of program effectiveness by former students except that sent to program completers as mentioned above and found in the appendix. Responses to questions regarding program effectiveness on the vocational follow-up survey indicate that former students find the program training to be effective and appropriate. In order to address the need for a regularized former student survey, a pilot survey of former students for all vocational programs was recently undertaken. A portion of the pilot survey deals with this program, and the complete survey may be found in the appendix. The results of the pilot survey indicate that respondents generally find program effectiveness to be satisfactory. Those involved in transfer of vocational courses generally find the transfer effectiveness of vocational courses to be satisfactory. However, among respondents who indicate that vocational program effectiveness needs to be improved, this program ranks high. Respondents identify the greatest area of need for improvement is vocational program advertising. Again, this program ranks high among those indicating the need to improve program advertising. Though some valuable information has been obtained through the pilot survey, data collection efforts in this regard need to be improved. Anecdotal data is gathered by the Registrar during his annual visits to state universities to interview former students. This data, though informal, indicates that former students perceive that the program is effective.

CRITERION 16

Admissions Requirements

A. List any requirements which limit or restrict admission to the program in some fashion, and justify such restrictions.

There are no requirements which limit or restrict admission to the program except the requirement that enrollees be high school graduates or high school seniors having completed at least fifteen units and having enrolled with the permission of their principal. This restriction is imposed by state law.

CRITERION 17

Outside Accreditation

A. List all outside accrediting, licensing or certifying agencies or organizations which approve, review, and/or have in-put in the conduct or standards of the program, and explain the relationship of the program to any such agency listed.

The Kansas State Department of Education oversees the program content, enrollment, completion rate, and placement rate. Every course offered under the program must have prior approval of the Kansas State Department of Education. The instructor maintains voluntary compliance with the standards established by the American Institute for Drafting and Design. All programs are subject to periodic review of the North Central Association of Colleges and Schools as a part of the institutional accrediting process.

CRITERION 18

Affirmative Action/Sex Equity

A. Explain how this program effects the institution's commitment to affirmative action and sex equity.

Minority and female enrollment in this program is low. Efforts need to be made to recruit more minorities and females. Closer cooperation with JTPA, the ABE/GED Program, and the Single Parent/Homemaker Program might prove beneficial in this regard.

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PART A - VOCATIONAL EDUCATION PROGRAM REVIEW AND ANALYSIS

Use the following checklist to identify data sources used:

1. Data Sources (Check all that are appropriate):

_X_ Enrollment data
_X_ Local labor market data
_X_ Regional labor market data
_X_ State labor market data
_X_ National labor market data
_X_ Census data
_X_ Student follow-up data
_X_ Employer follow-up data
_X_ Previous program review recommendations
_X_ Advisory Committee recommendations
___ Follow-up feedback from visitations
_X_ Local surveys
___ Others (specify):
___
___

2. Methods of Data Analysis - The above identified data was examined by the following groups (check all that are appropriate):

_X_ Institution-wide advisory committees
_X_ Advisory council
_X_ Local administration
_X_ Local technical committee (occupational specific)
_X_ Business & Industry
___ Others (specify):
___
___

Vocational Program Area-Industrial Technology Education

ENGINEERING TECHNOLOGY (ARCHITECTURAL, CIVIL, DRAFTING)

The regional advisory council for this program has been expanded, reinvigorated, and is very active in helping to keep the curriculum updated; and in helping to assess local and regional needs which can be met by the program. Students are satisfied with the program, and many find employment or job mobility as the result of their participation in the program. A broad variety of course offerings are available in each of the three options of the program. Some graduates of the program successfully pursue professional degrees. Work stations in the laboratory are reflective of those used in traditional small business settings. Area industrial interest in, and demand for, CAD training is increasing.

Vocational Program Area-Trade and Industry

COSMETOLOGY

This program fulfils an important economic need in the ICC service area. The new downtown location of the cosmetology program in a thoroughly modernized facility allows the program more visibility, and enables it better to serve the needs of students and the service area. The instructor/coordinator of the program is highly skilled and committed to the program. This program is one of the few in the state of which 100% of the graduates pass the state licensing examination. Successful graduates of the program are prominent in the community as examples of the program's success.

AUTOMOTIVE TECHNOLOGY, AUTO BODY, INDUSTRIAL TECHNOLOGIES, BRICKLAYING, WELDING

All of these programs are offered in cooperation with Area Vocational Technical Schools, and thus represent significant cooperation between and among LEA's. It is the hope of ICC to continue and to expand such cooperative efforts. All of these programs address critical employment areas in the service area.

Support Service Area-Adult Training and Retraining

ICC operates a program for undereducated adults and those with employability skills needs. Basic skills are taught as well as job readiness and pre-employment skills. Such training includes a variety of workshops and seminars, as well as individualized consultations. Classroom and on-the-job training are used. Specific preemployment training for area industries is conducted in an effort to prepare adults with no work record and those needing retraining to secure employment with area industries. Over one-hundred persons have experienced this preemployment training.

needs to be evaluated in terms of the employment needs of those in the health care professions, encompassed by this program. Scheduling of courses and training needs to be evaluated in terms of employment requirements of those in the health care professions encompassed by this program.

Vocational Program Area-Industrial Technology Education

ENGINEERING TECHNOLOGY (ARCHITECTURAL, CIVIL, DRAFTING)

This program needs to be expanded and improved. The program as currently operated serves relatively few students in terms of total numbers of program enrollees. A full scale bi-level marketing effort to improve program visibility will be implemented, aimed at high school graduates and at area businesses and industries. Further curriculum review will be undertaken to ensure that offerings are closely attuned to employment needs of area business and industry. Further expansion in the area of CAD will require five to ten CAD work stations, and concomitant equipment.

Vocational Program Area-Trade and Industry

COSMETOLOGY

This program needs to be expanded. A slight decline in program enrollees indicates the need for a more aggressive bi-level marketing effort for the program, targeting recent high school graduates and those seeking new career opportunities. Frequent in-service education is needed for instructional staff in the program in order for them to keep abreast of developments in the expanding tonsorial and cosmetics industry.

AUTOMOTIVE TECHNOLOGY, AUTO BODY, INDUSTRIAL TECHNOLOGIES, BRICKLAYING, WELDING

These programs need to be expanded and improved. The greatest need of these programs is marketing and promotion. An aggressive marketing strategy needs to be developed to make service area residents aware of these programs. A comprehensive trade and industry advisory council for these programs needs to be organized in order to develop them properly, and in order to coordinate future curriculum development.

Support Service Area-Adult Training and Retraining

Expansion and improvement of the program is needed, particularly with respect to identifying undereducated adults. Expanded basic skills and employability training are needed. A greater array of general preemployment and preemployment specific training is needed. Preemployment training is particularly important for new and expanding industries in the service area.

PART D - PROPOSED FINANCING FOR THREE-YEAR VOCATIONAL EDUCATION IMPROVEMENT PLAN

FY 1989 to FY 1991

Improvement Activity	FY 1989 Budget	FY 1990 Budget	FY 1991 Budget
Vocational Program Area - Industrial Technology Education			
ENGINEERING TECHNOLOGY (ARCHITECTURAL, CIVIL, DRAFTING)			
Marketing Effort	500.00	500.00	500.00
Surveys, Site Visitations, Mileage, Postage, Telephone			
Purchase of Equipment, including			
3 CAD Workstations	50,000.00	50,000.00	50,000.00
Software			
Plotters			
Supportive Equipment			
1 Engineering Design Photocopier			10,000.00
Operation of Advisory Council	250.00	150.00	150.00
Postage, Telephone, Mileage, Meeting Space, Utilities			
Curriculum Review and Analysis	------	------	------
	50,750.00	50,650.00	60,650.00

INDEPENDENCE COMMUNITY COLLEGE

STRATEGIC PLANNING DOCUMENT
AND
BUDGET PLANNING DOCUMENT
FEBRUARY, 1988

NOT FOR PUBLIC DISTRIBUTION

MISSION PURPOSE 3

PLANNING GOAL:

1. Continued development of new programs and improvement of present programs in occupational education (accounting, cosmetology, midmanagement, data processing, engineering technology, child care, and agriculture)

REFERENCE	ACTIO	ACTIVITY	BUD	FY89#	FY90#	FY91#
3.1.1	*****	PROVIDE FOR THE CONTINUED DEVELMENT AND IMPROVEMENT OF PROGRAMS OF INST IN ALL OCCUP AREAS	1250			
3.1.1.1		Plan & imple a television format for all occupational courses; work that can be utilized by acad programs	4200	6000.00	2000.00	2000.00
3.1.1.2		Increase student enrollment in engineering technology	1250			
3.1.1.3		Encourage perception of need for trained child care workers	1276			
3.1.1.4		Update and revise course content to meet technological changes	1250			
3.1.1.5		Improve community percception of agriculture program	4210	1000.00	200.00	
3.1.1.6		Continue to maintain cooperative agreements with business and industry	4210	3000.00	1000.00	1000.00
3.1.1.7		Determine the need for an industrial arts facility	4210	500.00	500.00	1000.00
3.1.1.8		Expand cosmetology space to accommodate increased enrollment	7100			
3.1.1.9		Improve ventilation in cosmetology area	7100			

REFERENCE	ACTIO	ACTIVITY	BUD	FY89#	FY90#	FY91#
3.1.1.10		Improve curriculum transfer to 4-year technology programs	4210	300.00	100.00	100.00
3.1.1.11		Continue to maintain cooperative agreements with community colleges and/or vocational schools	4210			
3.1.1.12		Employ a part-time secretarial instructor	1272	8500.00	8500.00	8500.00
3.1.1.13		Develop an ongoing three year occupational program plan to be incorporated in strategic plan	1250			
3.1.1.14		Implement a mentor system by which regular faculty may advise and counsel adjunct faculty	1150	800.00	800.00	800.00
3.1.1.15		Provide a joint faculty orientation for regular and adjunct faculty	1150	1000.00	1000.00	1000.00
3.1.2	*****	PROVIDE FOR THE MAINTENANCE AND REPAIR OF EQUIPMENT IN THE OCCUPATIONAL EDUC AREAS	1250			
3.1.2.1		Division chairperson will submit annual long range plan and budget	4210			
3.1.2.2		To conduct formal periodic comprhensive curriculum evaluation for occupational/vocational programs	1250	1000.00	1000.00	1000.00
3.1.3	*****	PROVIDE FOR THE PURCHASE OF NEW EQUIPMENT IN THE OCCUPATIONAL EDUCATION AREA	1250			

REFERENCE	ACTIO	ACTIVITY	BUD	FY89#	FY90#	FY91#
3.1.3.1		Purchase additional child care equipment	1276			
3.1.3.1		Develop and update a curriculum handbook as an aid to effective program and curriculum development	1150	500.00	500.00	500.00
3.1.3.2		Increase computer-aided drafting for student use by increasing number of terminals	1268			
3.1.3.3		Expand the microcomputer laboratory	7100			
3.1.3.3		Purchase 10 CAD stations at the rate of 3 station per year	1268	15000.00	15000.00	15000.00
3.1.3.4		Explore need for one or two computer labs versus multi small labs	4200			
3.1.3.4		Purchase two (2) calculators each year for a total of six (6)	1272	300.00	300.00	300.00
3.1.3.5		Purchase four additional tables for use in the Secretarial Science Lab	1272	500.00		
3.1.3.6		Purchase four micro computer tables	1272	400.00		
3.1.3.7		Purchase 48 steno posture chairs at the rate of 24 per year for two years	1272	3000.00	3000.00	

REFERENCE	ACTIO	ACTIVITY	BUD	FY89#	FY90#	FY91#
3.1.3.8		Xerox memorywriter upgrade	1272	2000.00		
3.1.3.9		Purchase a letter-quality printer for IBM PC	1272	1500.00		
3.1.3.10		Purchase three Apple McIntosh computers with one laser printer	1272	8050.00		
3.1.3.11		Purchase four IBM PC's with printers for use in Room 108 as an office education lab	1272	8400.00		
3.1.4	*****	IMPROVE AND ENLARGE OFF-CAMPUS OFFERINGS AND PROGRAMS	4210			
3.1.4.1		Develop EMT (CPR) program, including purchase of needed equipment	1250	20000.00	35000.00	38000.00
3.1.5	*****	IMPROVE SUMMER SCHOOL AND ON-CAMPUS NIGHT OFFERINGS	4210			

	TOTAL
FY89#	81,750.00
FY90#	68,900.00
FY91#	69,200.00

Printed 37 of the 432 records.

APPENDIX II

Criterion II

A Independence Community College Vocational Advisory Committee Membership List
B. Selected Minutes and Correspondence Relating to Vocational Advisory Committee Meetings
D. Functions of the Vocational Advisory Committee

INDEPENDENCE COMMUNITY COLLEGE

1988-1989
VOCATIONAL ADVISORY COMMITTEE MEMBERS FROM THE COMMUNITY

Accounting

John Gutschenritter, CPA
112 North 8th Street
Neodesha, KS 66757
(316) 325-3430

Teresa Lewis
ARCO Pipe Line Company
ARCO Building
Independence, KS 67301
(316) 331-1300

Cindy Buck
Teledyne
Airport Industrial Park
Independence, KS 67301
(316) 331-8180

Information Processing

Tim Pfeifer
Union Gas System, Inc.
122 West Myrtle
Independence, KS 67301
(316) 331-4500

Clarence Smith
Automotive Controls Corporation
1300 West Oak
Independence, KS 67301
(316) 331-1000

Berni Markle
1328 North 8th
Independence, KS 67301

Engineering Technology

Leonard Caflisch, Architect
211 East Laurel
Independence, KS 67301
(316) 331-7610

Ron Lawrence
Hackney & Sons Midwest, Inc.
300 Hackney Avenue
Independence, KS 67301
(316) 331-6600

Dee Roberts
ARCO Pipe Line Company
ARCO Building
Independence, KS 67301
(316) 331-1300

Ernest Loganbill
Automotive Controls Corporation
1300 West Oak
Independence, KS 67301
(316) 331-1000

Cosmetology

David Shepard
The Cut Above
120 North Eighth
Independence, KS 67301
(316) 331-2762

Carolyn Boggs
Shear Magic
118 West Locust
Independence, KS 67301
(316) 331-4361

Mid-Management

Joe Long
Newton's True Value
116 West Main
Cherryvale, KS 67335
(316) 336-2501

Sam Salem
Sam's Mens Wear
225 North Penn
Independence, KS 67301
(316) 331-3240

Mike Rogers
Peoples State Bank
200 West Main
Cherryvale, KS 67335
(316) 336-2107

Ed Maybrey
Kansas Army Ammunition Plant
East of Parsons
Parsons, KS 67357
(316) 421-7400

David Austin
Sellers Tractor Company
219 Front
Cherryvale, KS 67335
(316) 336-3452

William Shaw, Retired
Shaw's Grocery
209 South Olive
Cherryvale, KS 67335
(316) 336-2644

Secretarial Science

Dr. Cindy Sherwood, Dentist
117 North Penn
Independence, KS 67301
(316) 331-4859

Jack Ashcraft
Ashcraft-Holt Agency
109 East Main
Independence, KS 67301
(316) 331-1960

Sharon Hills
Citizen's National Bank
Penn at Myrtle
Independence, KS 67301

Gertrude Donnelly
U.S. Post Office
116 East Laurel
Independence, KS 67301
(316) 331-0320

Voc/Advisory Meeting Minutes
Student Union
Thursday May 5, 1988

Agenda Items Discussed:

1. Report on CAD System. The old Tektronix system is down. Cost to repair is more than system is worth. Suggestion was to replace/possibly rent a system.
2. Competition Day report indicates there is still a high degree of interest with about same number of entries as in past years.
3. Statis of Coop Program & Title III is on hold. No word to date, but do expect to hear about Coop approval etc. sometime in May.
4. Scholarships from area industries was discussed. It was also pointed out that all industries should encourage employees to take courses available thru the college.
5. Possible industrial tours sponsored by the Engineering Technology Department for next year was discussed. These tours would be for all interested students.

Meeting was adjourned at 7:30 p.m.

Jack Thompson

VOCATIONAL ADVISORY COMMITTEE

Independence Community College
October 10, 1988

The Vocational Advisory Committee of Independence Community College met Monday, October 10, 1988, at 6:00 p.m., in the Fireside Room of the Student Union. Christine Livingston, committee chairperson, opened the meeting by introducing Paula Hastings and Dorothy Ullom as guests, Robert Romine, Dean of Instruction, and the vocational instructors. Each vocational instructor then introduced their committee members (see attached list). Instructors in attendance were: Jody Kawulok, Mike Clark, Jack Thompson, Bob Shaw, and Christine Livingston. Jody Kawulok delivered the invocation and dinner was served.

Following the dinner, Robert Romine explained to the group their purpose by identifying nine vocational committee purposes and posed questions to be answered in achieving the goals of the committee. He also expressed appreciation to the committee members for the valuable input they will be providing to the ICC vocational areas and stressed the overall importance of the committee to the college.

The dinner meeting was adjourned and the Vocational Advisory Committees met separately to discuss their respective vocational areas.

COPY

MEMORANDUM

TO: Division of Business and Applied Science

FROM: Robert J. Romine, Dean of Instruction

DATE: February 15, 1989

SUBJECT: VOCATIONAL ADVISORY COUNCIL MEETING

This coming Monday, February 20, the Vocational Advisory Council will meet at 7:30 p.m. in the Captain's Room. This will not be a dinner meeting, and the agenda will be brief. It will, however, be an extremely important meeting for the purpose of soliciting the input of the Vocational Advisory Council members concerning the Carl Perkins Vocational Education Grants, both those in effect this year and those which have been requested for next year. We will need to meet briefly on Friday, February 17, at noon in Room AC110 to discuss the presentations you will be making to the Advisory Council and other agenda items.

It is extremely important that you attend both meeting, if at all possible. Please let me know if you will be unable to attend. -Thank you very much for all your hard work.

RJR/nt

copies: Members of Division
  Jody Kawulok, Chair
  Bonnie Cox
  Jane Fisher
  Chris Livingston
  Bob Shaw
  Jack Thompson
  Thurman Thompson
Dr. Jo Ann McDowell
Mike Clark

Independence Community College

January 26, 1989

Dear :

SUBJECT: MEETING OF THE VOCATIONAL ADVISORY COUNCIL

You are cordially invited to attend a regular meeting of the Vocational Advisory Council to be held on Monday, February 20, at 7:30 p.m. in the Captain's Room of the Student Union on the campus of Independence Community College. This will not be a dinner meeting, and the agenda will be brief. It will, however, be an extremely important meeting for the purpose of soliciting the input of the Vocational Advisory Council members concerning the Carl Perkins Vocational Education Grants, both those in effect this year and those which have been requested for next year.

It is extremely important that all members of the Council attend the meeting, if at all possible, since part of the activity of the Council members will involve compliance with Kansas State Department of Education regulations. Please let me know if you will be unable to attend, and if we have sufficient numbers of conflicts, we will certainly reschedule the meeting.

Thank you very much for your attention to this very important matter. Please do not hesitate to contact me concerning this or any other matter of concern with which I may be of help.

With regards,

Robert J. Romine
Dean of Instruction

RJR/nlt

Copy: Dr. Jo Ann McDowell

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

Independence Community College

February 24, 1989

Dear :

Thank you very much for sharing your valuable time with us by attending our Vocational Advisory Council Meeting Monday, February 20. I hope you found the meeting beneficial.

We appreciated the opportunity to visit with you about our activities as they relate to vocational education grants. We very much appreciate your help in signing letters of recommendation for a variety of vocational programs which are badly needed in our community. Your dedication to Independence Community College and your commitment to assisting the college improve its vocational programs are model. We hope that other community members will emulate you in those respects.

Once again, thanks very much for your time and effort. Please let me if I can assist you in any way.

With regards,

Robert J. Romine
Dean of Instruction

RJR/nt

Letter sent to:

Jack Ashcraft
Cindy Buck
Gertrude Donnelly
Ernie Loganbill
Sam Salem
Bill Shaw

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

February 24, 1989

Dear :

Thank you very much for contributing to our Vocational Advisory Council Meeting of February 20. The extra effort which your attendance and remarks necessitated are very deeply appreciated. I know that it seems that you are called upon more than other faculty to contribute this kind of extra effort. I hope that in the long run our collective effort will result in improved vocational programs for the college.

Please know that your extra effort does not go unnoticed, and that I truly appreciate your guidance and assistance on behalf of vocational education at Independence Community College. Please let me know whenever you think I can assist you in any way.

With regards,

Robert J. Romine
Dean of Instruction

RJR/nt

Letter sent to:

Jody Kawulok
Jane Fisher
Chris Livingston
Bob Shaw
Jack Thompson
Thurman Thompson

SYNOPSIS OF CARL PERKINS VOCATIONAL EDUCATION ACT GRANTS FOR 1988-1989

Program Improvement Grants

Business Computer/Console Operator
Distributive Education/Mid-Management
Drafting Technology
Money and Banking
Secretarial Science

Vocational Support Service Area Grants

Disadvantaged
Handicapped
Single Parent/Homemaker
Vocational Counselor

Adult Training/Retraining Grants

Emerson Electric
Sedan Floral

Kansas Industrial Training Grants

Gragg Cabinet
Teledyne
Woodtech

SYNOPSIS OF CARL PERKINS VOCATIONAL EDUCATION ACT GRANTS FOR 1989-1990, PENDING

Program Improvement Grants

Business Computer/Console Operator
Secretarial Science

Vocational Support Service Area Grants

Disadvantaged
Handicapped
Sex Equity - Awareness
Sex Equity - Skill Training
Single Parent/Homemaker
Vocational Counselor

Adult Training/Retraining Grants

Teledyne
Woodtech

Kansas Industrial Training Grants

Automotive Controls Corporation
Gragg Cabinet
Sedan Floral

FUNCTIONS OF THE VOCATIONAL ADVISORY COMMITTEE

1. To assist in determining need for the vocational program.

   A. What is the current and projected occupational need for this program?

   B. Are there jobs available for those who complete this program; and are there likely to be jobs two, five or ten years hence?

   C. Are available jobs for those who complete this program located in this region, or elsewhere in the state or nation?

2. To assist in curriculum development for the vocational program.

   A. What are the skills necessary for employment in this field?

   B. What courses or units of training should be offered to teach these skills and in what order?

   C. How long should it take for a reasonably intelligent person to develop the skills necessary for employment?

   D. Are there subunits or clusters of skills within the program area which could provide employment opportunities, or does one need to develop all skills associated with the program in order to find employment?

3. To assist in evaluating the curriculum of the vocational program.

   A. Do the courses or units of training offered give people the skills they need to be employed?

   B. Are the courses or units of training offered provided in the right order?

   C. Are the courses or units of training long enough in duration for people to be adequately trained?

   D. Are there skills required for this field which the current program does not address, and what are they?

4. To assist in reviewing resources necessary to operate the vocational program.

   A. What equipment is necessary in order for this program to be effective?

   B. Do we have the equipment necessary for this program to be effective?

   C. What structural facilities are necessary in order for this program to be effective?

D. Do we have the structural facilities necessary for this program to be effective?

E. What instructional materials are needed for this program to be effective?

F. Do we have the instructional materials needed to make this program effective?

G. What kind of qualifications do instructors need to have in order for this program to be effective?

H. Do our instructors have the qualifications necessary for this program to be effective?

I. Are community resources necessary in order for this program to be effective?

J. Do we have the community resources necessary for this program to be effective, and how can we get them if we do not?

5. To assist with career guidance and placement services related to the vocational program.

A. What are the career expectations of students who exit from this program?

B. Are student career expectations realistic?

C. What can we do to improve career expectations of our students?

D. Do our students seem to be counseled into appropriate career paths?

E. What can we do to improve our effort to counsel students into appropriate career paths?

F. Do our students get jobs based on their training?

G. Do our students hold jobs which they get based on their training?

H. How can we improve the placement of our students?

6. To assist with quality control in the vocational program.

A. Is this program of top quality?

B. What can we do to monitor and improve the quality of this program?

7. To assist with public relations for the vocational program.

A. Do potential employees and employers in the area know that we offer this program?

B. Are employees and employers satisfied with the training we offer in this program?

C. Do we successfully market this program?

D. How can we improve our marketing of this program?

8. To assist in assessing the additional and/or future vocational needs of the region.

   A. What new programs are needed or will be needed in our region?

   B. What are some of the skills which employees will need in the future, which we should attempt to provide now?

9. To assist in program evaluation.

   A. If you help us provide answers to all the preceding questions for the specific vocational program in which you are interested, you will have helped us evaluate our vocational programs.

D/I:10/31/88

APPENDIX III

Criterion III

A Program Employment Data for the Service Area
A Program Employment Data for Kansas
A Program Wage Survey for the Service Area and for Kansas
B. Program Occupational Projections and Training Data
B. Program Occupational Outlook - Drafters
B. Program Occupational Outlook - Engineering Technicians

OCCUPATIONAL EMPLOYMENT IN KANSAS
JTPA - SDA V
1986 - 1995

	EMPLOYMENT		EMPLOYMENT CHANGE		AVERAGE ANNUAL JOB OPENINGS		
	1986	1995	Number	Percent	Total	Growth	Separations
Civil Engineering & Architectural Engineering Technicians	200	230	30	15.0	10	0	10
Drafters & Kindred Technicians	220	260	40	18.2	10	N/A	N/A

1995 - Kansas Occupational Outlook
Kansas Department of Human Resources
Larbor Market Information Services
Division of Policy and Management Analysis

OCCUPATIONAL EMPLOYMENT IN KANSAS
ENTIRE STATE
1986 - 1995

	EMPLOYMENT		EMPLOYMENT CHANGE		AVERAGE ANNUAL JOB OPENINGS		
	1986	1995	Number	Percent	Total	Growth	Separations
Civil Engineering & Architectural Engineering Technicians	2,860	3,320	460	16.1	130	50	80
Drafters & Kindred Technicians	2,650	3,020	370	14.0	60	40	20

1995 - Kansas Occupational Outlook
Kansas Department of Human Resources
Larbor Market Information Services
Division of Policy and Management Analysis

KANSAS WAGE SURVEY - 1988
Kansas State Department of Human Resources
Reseach and Analysis Section
Division of Policy Management and Analysis
Report Series Number 15
May 1988

WAGES - DRAFTER

	Mean Range Per Hour		Complete Range Per Hour	
	All Industries	Manufacturing	All Industries	Manufacturing
Kansas	9.72-10.72	3.35-19.08	9.72-10.72	3.35-19.08
SDA V	9.40-10.40	4.35-19.08	9.72-10.72	4.35-19.08

Occupational Projections and Training Data
U.S. Department of Labor
Bureau of Labor Statistics
1986

DRAFTERS

Total Employment - 345,000
Projected 1995 Employment - 400,000
Percent change - 15.8
Annual separation rate - 16.0
Employment Growth - Average

ENGINEERING TECHNICIANS

Total Employment - 326,000
Projected 1995 Employment - 430,000
Percent Change - 32.2
Annual Separation Rate - 17.9
Employment Growth - Faster than average

Occupational Outlook Handbook
1988-89 Edition
U.S. Department of Labor
Bulletin 2300
DRAFTERS

Nature of the Work

There are two methods of drafting - the traditional and computer-aided drafting (CAD). When CAD systems were first introduced, it was thought that CAD operator would be a separate occupation. It is now apparent that a person who produces technical drawing using CAD is a drafter, and needs all the knowledge of traditional drafters as well as the additional skills involved in operating the CAD system. Most drafting is still being done by traditional methods, partly because of the cost of CAD systems. However, the cost of CAD systems is dropping rapidly, and by the year 2000, it is likely that almost all drafters will use CAD systems.

Employment

348,000 jobs
1/3 of all drafters work for engineering and architectural firms
1/3 work in durable goods manufacturing industries

Training and Qualifications

Employers prefer applicants who have two years of post-high school training. Over 40% of those who obtained jobs as drafters recently had some college or technical institute training. Because there are many different kinds of CAD systems in use, training in one particular system may be of limited usefulness.

Job Outlook

Little change in employment of drafters is expected through the year 2000. Even though little or no growth is expected, a large number of openings will result each year from the need to replace drafters. Drafters are highly concentrated in industries that are sensitive to cyclical swings in the economy.

Earnings

Median annual earnings	$21,400
Beginning average salary	$13,054
Senior drafters average salary	$31,004

Occupational Outlook Handbook
1988-89 Edition
U.S. Department of Labor
Bulletin 2300
ENGINEERING TECHNICIANS

Nature of the Work

Engineering technicians use the principles of science, engineering, and mathematics to solve problems in research and development, manufacturing, sales, and customer service. Their jobs are more limited in scope and more practically oriented than those of scientists or engineers.

Employment

689,000 jobs
40% in manufacturing - mainly in the electrical and electronic machinery and equipment, transportation equipment, and machinery industries.

Training and Qualifications

Most employers prefer applicants with technical training available at technical institutes, community colleges and vocational-technical schools.

Job Outlook

Employment is expected to increase much faster than the average for all occupations through the year 2000. Despite the projected much faster than average growth, most job openings will be to replace technicians.

Earnings

Median annual earnings $24,400

APPENDIX IV

Criterion IV

A. Summary - Vocational Program Pilot Survey of Area Businesses and Industries
C. Three-Year Program Recruitment Plan
C. Spring Semester 1989 Recruitment Schedule

SUMMARY
VOCATIONAL PROGRAM PILOT SURVEY AREA BUSINESSES AND INDUSTRIES

DRAFT

SURVEY BACKGROUND

A concern broached by the visiting teams during the recent accreditation visit was the scarcity of management information. Particularly applicable to this report, the lack of documentation concerning the needs of businesses and industries in the service area as related to the college vocational programs was a point of discussion. Subsequently, the Division of Business and Applied Science and the Dean of Instruction worked cooperatively to develop a preliminary survey instrument which could be used in a pilot study to document the needs of businesses and industries in the service area as they might relate to the college vocational programs.

As the planning and development of the pilot study instrument proceeded, several distinct functions of the instrument begun to take focus. It was determined that the instrument needed to address two matters. First, it needed to focus upon the current programs of the college in attempting to determine the extent to which businesses and industries were participating in training opportunities offered through current programs; in attempting to document the extent to which businesses and industries perceived a need for current vocational programs; and in attempting to secure an estimate from businesses and industries of the annual number of job openings which might affect current vocational programs. Second, it was determined that the survey instrument should also solicit the opinion of businesses and industries with regard to the need for selected vocational programs which are not currently offered by the college, as well as an estimate of the annual number of job openings which might be associated with these programs.

Further parameters were imposed by readability and length considerations. It was determined that the instrument should be brief-no more than a single page, front and back. It was also determined that the instrument should be worded in simple fashion, free from jargon and extraneous explanation. Aside from the listing of courses or areas of specialization associated with several of the current vocational programs, to insure that respondents would understand the program titles, this was accomplished. The result was the survey instrument found attached to this summary.

RATE OF RETURN

Seven hundred twenty-five area businesses and industries were mailed a letter of explanation, as found attached to this summary, requesting their assistance in assessing the needs of businesses and industries in the service area. The survey instrument and a stamped, self-addressed return envelope accompanied the letter.

Of the seven hundred twenty-five surveys distributed, fifty-three businesses and industries returned them, yielding a return rate of 7.3%. The return rate was low and assessment of the rate has indicated no clear explanation as yet. Since the survey was a pilot study, follow-up efforts were not undertaken.

TABULATION

The tabulated survey results appear on the attached pages. As is readily seen, the "No Response" rate of the survey instrument is quite high-30.2% of respondents to the Current Programs section of the survey made no response, while 28.3% of respondents to the Possible New Vocational Programs section of the survey made no response.

It will also be observed that the estimate of annual job openings on the Possible New Vocational Programs is quite small. This is not the case with the Current Programs section of the survey, where the annual job openings are quite high by comparison, and where estimated annual job openings exceed estimates of need for five of the ten vocational programs listed. Similarly it will be noted that estimates of need for four of the current vocational programs compare quite favorably to estimates of need for possible new vocational programs. These factors are gratifying in that they tend to confirm the efficacy of the existing vocational programs of the college.

In reviewing the respondents' assessment of need for possible new vocational programs by program category, the following rank order is generally suggested:

1. Management
2. Clerical
3. Service
4. Paraprofessional
4. Manufacturing
5. Human Services

It is interesting to note that none of the possible new vocational programs suggested received a zero need rating. Some need was expressed for all of the possible new vocational programs indicated.

SALIENT POINTS FROM TABULATION

Respondents indicate a need for most current vocational programs. The need analysis by respondents suggests the following rank order:

1. Office Education - 40
2. Computer Console Operation - 36
3. Distributive Education - 14
4. Engineering Technology - 10
5. Money and Banking - 5
6. Emergency Medical Technician - 3
6. Nurse Assistant - 3
7. Cosmetology - 1
7. Farm Business Analysis - 1
8. Child Care - 0

Respondents indicate a satisfactory estimate of annual job openings for most current vocational programs. The analysis of estimated annual job openings suggests the following rank order:

1. Office Education - 47
2. Distributive Education - 32
3. Nursing Assistant - 18
4. Money and Banking - 15
5. Computer Console Operator - 14
6. Engineering Technology - 4
6. Emergency Medical Technician - 4
7. Cosmetology - 1
7. Farm Business Analysis - 1
7. Child Care - 1

Respondents indicate a generally low level of participation in current vocational programs, except for Office Education and Computer Console Operator. Analysis of participation rates suggests the following rank order:

1. Computer Console Operator - 33
2. Office Education - 25
3. Engineering Technology 4
4. Distributive Education - 3
4. Money and Banking - 3
5. Emergency Medical Technician - 2
6. Nursing Assistant - 1
6. Cosmetology - 1
6. Child Care - 1
7. Farm Business Analysis - 0

Respondents indicate substantial need for the following new vocational programs, in rank order of selection:

1. Small Business Management - 22
2. Marketing Management - 19
3. Accounting Clerk - 16

Respondents indicate moderate need for the following new vocational programs, in rank order of selection:

1. Industrial Supervision - 11
2. Integrated Vocational-Technical Skills/Basic Education Program - 9
3. Alcohol and Drug Abuse Technician - 8
3. Waste Management - 8
3. Maintenance Engineering Technology - 8

Respondents indicate some need for the following new vocational programs, in rank order of selection:

1. Medical Records Technology - 6
1. Home Health Aide - 6
1. Aviation Component Maintenance and Repair Technology - 6
2. Fashion Merchandising - 5
3. Special Education Paraprofessional - 4
3. Recreational Therapy - 4
3. Paralegal - 4
4. Occupational Therapy - 3
4. Social Director - 3
5. Activity Director - 2
5. Protective Services - 2
6. EMIC and EMIC Intermediate - 1
6. Hospitality Engineering Technology - 1

Respondents indicate estimates of annual job openings for only six of the possible new vocational programs, in rank order:

1. Small Business Management - 23
2. Industrial Supervision - 10
3. Accounting Clerk - 8
4. Marketing/Management - 3
5. Paralegal - 1
5. Maintenance Engineering Technology - 1

END NOTE

Discussions are underway for refining and revising the survey instrument, and for regularizing its use. Matters affecting response rate as well as follow-up procedures are also under discussion. The pilot study has been successful in that it has focused institutional efforts upon the collection and compilation of data useful in making informed decisions affecting current and future vocational programs at the college. As is the case with all first steps, we hope for more in the future. We have, however, begun to address the problem of the dearth of institutional data concerning the needs of businesses and industries in the service area as related to college vocational programs.

Independence Community College

Dear Businessperson/Professional:

WE NEED YOUR HELP!!!

We at ICC are in the process of evaluating the effectiveness of and demand for our vocational programs. Please indicate on the enclosed survey form your feelings about our vocational programs. You will notice on page two of the survey form several proposed new programs. We would like to know your feelings about them also.

PLEASE LET US HEAR FROM YOU!!!

Please complete and return the enclosed survey to:

Robert J. Romine, Dean of Instruction
Independence Community College
P. O. Box 708
Independence, Kansas 67301

We want to serve your needs. Please let us know if there are vocational programs we need to implement in order to help you, or if we need to change the programs currently in operation. Thank you very much for your interest and your time. Please feel free to contact me if I can assist you in any way.

With regards,

Robert J. Romine
Dean of Instruction

RJR/nt

Enclosures: Vocational Survey and SASE

College Ave. & Brookside Dr • Independence, Kansas 67301 • 316/331-4100

INDEPENDENCE COMMUNITY COLLEGE VOCATIONAL PROGRAM SURVEY FOR BUSINESS AND INDUSTRY

CURRENT PROGRAMS

Please check those vocational programs in which your business or industry has participated, or is currently participating, or those for which your business or industry has a particular need. Also, please indicate the number of annual job openings, as may be appropriate.

	Have Participated	Are Participating	Need For	Annual Job Openings
Emergency Medical Technician				
Nursing Assistant				
Money and Banking				
Cosmetology				
Office Education (secretarial): Executive				
Legal				
Medical				
Word Processing				
Clerk Typist				
Distributive Education (retailing, marketing, advertising, salesmanship, economics, accounting, personal finance, management)				
Engineering: Architectural				
Civil				
Drafting				
Computer Console Operator/Data Processing (Introduction to computing, mini-computer, data base, word processing, spread-sheet, introduction to IBM PC, keyboarding, BASIC, COBOL, RPG, PASCAL, FORTRAN)				
Child Care (child development, parenting, day care center planning, nutrition)				
Farm Business Analysis				

Please comment on any of these programs, or any particular need of your business or industry with which we might help. ______________________________

____

____

POSSIBLE NEW VOCATIONAL PROGRAMS

Please check those vocational programs which might serve the needs of your business or industry, or for which you believe there is a need in the service area of the college. Also, please estimate the number of annual job openings.

	Strong Need	Some Need	No Need	Annual Job Openings	Comments
Accounting Clerk					
Medical Records Technology					
Fashion Merchandising					
Marketing/Management					
Small Business Management					
Integrated Vocational-Technical Skills/Basic Education Program					
Special Education Paraprofessional					
EMIC and EMIC Intermediate					
Occupational Therapy					
Recreational Therapy					
Activity Director					
Social Director					
Home Health Aide					
Alcohol and Drug Abuse Technician					
Paralegal					
Waste Management					
Protective Services					
Cabinetmaking					
Maintenance Engineering Technology					
Hospitality Engineering Technology					
Aviation Component Maintenance and Repair Technology					
Industrial Supervision					

General Comments:

Suggestions for other Vocational Programs:

Completed By:

PLEASE COMPLETE AND RETURN THE ENCLOSED SURVEY TO: Robert J. Romine, Dean of Instruction, Independence Community College, Box 708, Independence, KS 67301

VOCATIONAL PROGRAM PILOT SURVEY
AREA BUSINESS AND INDUSTRY

Current Programs - - Chart I

Number of Programs in Which Respondents Have Participated

Vocational Program	Number of Respondents
Emergency Medical Technician	2
Nursing Assistant	1
Money and Banking	3
Cosmetology	1
Office Education	25
Distributive Education	3
Engineering Technology	4
Computer Console Operator	33
Child Care	1
Farm Business Analysis	0

VOCATIONAL PROGRAM PILOT SURVEY
AREA BUSINESS AND INDUSTRY

Current Programs - - Chart II

Number of Positions Needed As Reported By Respondents

Vocational Program	Number of Positions
Emergency Medical Technician	**3**
Nursing Assistant	**3**
Money and Banking	**5**
Cosmetology	**1**
Office Education	**40**
Distributive Education	**14**
Engineering Technology	**10**
Computer Console Operator	**36**
Child Care	**0**
Farm Business Analysis	**1**

VOCATIONAL PROGRAM PILOT SURVEY AREA BUSINESS AND INDUSTRY

Current Programs - - Chart III

Number of Annual Job Openings As Reported By Respondents

Vocational Program	Number of Job Openings
Emergency Medical Technician	4
Nursing Assistant	18
Money and Banking	15
Cosmetology	1
Office Education	47
Distributive Education	32
Engineering Technology	4
Computer Console Operator	14
Child Care	1
Farm Business Analysis	1

VOCATIONAL PROGRAM PILOT SURVEY AREA BUSINESS AND INDUSTRY

Possible New Vocational Programs - - Chart I

Rank Order As Reported By Respondents

1.	Small Business Management
2.	Marketing/Management
3.	Accounting Clerk
4.	Industrial Supervision
5.	Integrated Vocational-Technical Skills/ Basic Education Program
6.	Alcohol and Drug Abuse Technician
6.	Waste Management
6.	Maintenance Engineering Technology
7.	Medical Records Technology
7.	Home Health Aide
7.	Aviation Component Maintenance and Repair Technology
8.	Fashion Merchandising
9.	Special Education Paraprofessional
9.	Recreational Therapy
9.	Paralegal
9.	Cabinetmaking
10.	Occupational Therapy
10.	Social Director
11.	Activity Director
11.	Protective Services
12.	EMIC and EMIC Intermediate
12.	Hospitality Engineering Technology

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VOCATIONAL PROGRAM PILOT SURVEY
AREA BUSINESS AND INDUSTRY

Possible New Vocational Programs - - Chart II

Respondents Indicating Program Need

Small Business Management	22
Marketing/Management	19
Accounting Clerk	16
Industrial Supervision	11
Integrated Vocational-Technical Skills/Basic Education Program	9
Alcohol and Drug Abuse Technician	8
Waste Management	8
Maintenance Engineering Technology	8
Medical Records Technology	6
Home Health Aide	6
Aviation Component Maintenance and Repair Technology	6
Fashion Merchandising	5
Special Education Paraprofessional	4
Recreational Therapy	4
Paralegal	4
Cabinetmaking	4
Occupational Therapy	3
Social Director	3
Activity Director	2
Protective Services	2
EMIC and EMIC Intermediate	1
Hospitality Engineering Technology	1

VOCATIONAL PROGRAM PILOT SURVEY AREA BUSINESS AND INDUSTRY

Possible New Vocational Programs - - Chart III

Respondents Indicating No Need For The Program

Small Business Management	7
Marketing/Management	4
Accounting Clerk	4
Industrial Supervision	7
Integrated Vocational-Technical Skills/Basic Education Program	6
Alcohol and Drug Abuse Technician	8
Waste Management	7
Maintenance Engineering Technology	6
Medical Records Technology	7
Home Health Aide	8
Aviation Component Maintenance and Repair Technology	8
Fashion Merchandising	8
Special Education Paraprofessional	9
Recreational Therapy	7
Paralegal	9
Cabinetmaking	7
Occupational Therapy	8
Social Director	9
Activity Director	9
Protective Services	9
EMIC and EMIC Intermediate	9
Hospitality Engineering Technology	9

VOCATIONAL PROGRAM PILOT SURVEY
AREA BUSINESS AND INDUSTRY

Possible New Vocational Programs - - Chart IV

Annual Job Openings As Reported By Respondents

Small Business Management	23
Marketing/Management	3
Accounting Clerk	8
Industrial Supervision	10
Integrated Vocational-Technical Skills/Basic Education Program	0
Alcohol and Drug Abuse Technician	0
Waste Management	0
Maintenance Engineering Technology	1
Medical Records Technology	0
Home Health Aide	0
Aviation Component Maintenance and Repair Technology	0
Fashion Merchandising	0
Special Education Paraprofessional	0
Recreational Therapy	0
Paralegal	1
Cabinetmaking	0
Occupational Therapy	0
Social Director	0
Activity Director	0
Protective Services	0
EMIC and EMIC Intermediate	0
Hospitality Engineering Technology	0

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RESPONDENT'S COMMENTS

Following are comments made by respondents on the survey instruments. They appear verbatim as nearly as possible. Direct allusions to persons by name have been omitted.

VOCATIONAL PROGRAM PILOT SURVEY
AREA BUSINESS AND INDUSTRY

Respondents Comments

Comments Regarding Current Vocational Programs

The Banking Program is a plus.

Our business has a need for those trained in automotive matters -- parts, sales and service.

We need assistance in retail sales and service and restaurant services.

We need continuing education courses for attorneys. The only legal continuing education courses are offered in Wichita, Topeka and Kansas City. Attorneys in this part of the state need such courses.

I suggest that computer programs include engineering emphasis. Also, Macintosh training in spreadsheets, such as EXCEL and CAD programs would be helpful.

We have not participated in any of these vocational programs.

I am interested in appliance repair such as microwaves, small motors, copying machines, washing machines and dryers, business machines and computers.

Thank you for your efforts in working with AIB to design a curriculum that is both educational and practical.

We need PC training, I realize the tremendous need and am aware of your excellent efforts to cope with same.

I don't know how much the hospital participates in these programs.

The computer program is good. I had a good instructor. I may have a need for further instruction in computer related courses.

We need laboratory chemistry training.

It is very rare to have a job applicant in our retail store who has any concept of salesmanship or merchandising.

Comments Regarding Possible Vocational Programs

The U.S. and Kansas have a strong need for export marketing, but we don't have people prepared for such activities.

Don't see much for the plumbing business. We need trained service personnel.

One of my secretaries is currently having to commute to Pittsburg State to get paralegal training. That is a long drive. We need a quality program close to here.

We need CNC machinists.

You probably need to promote a little more what you're doing. People don't read much, they watch TV.

There is a definite shortage of LPN's in southeast Kansas.

Suggestions for Possible New Vocational Programs

International Business
Physical Therapy
Small Business Finance
Law Enforcement
Marriage Counseling
Farm Management
Robotics
Computer Technical Writing and Illustration
Real Estate Continuing Education
Welding
Insurance
Dietary Management
Food Service Management
Industrial Construction Supervision
Laboratory Technician
Construction Trades Supervision

RECOMMENDATIONS

CRITERION 2

B. Take better minutes and provide documentation of program advisory council meetings during which goals, objectives, strengths, and weaknesses of the program are discussed.

C. Document the program advisory council's belief that there is adequate vocational and employment potential for the program.

CRITERION 4

A Continue to develop and refine a survey instrument to be administered to industries in order to document need for the program.

B. Establish the name and number of businesses and industries in the service area which can be served by the program.

C. Implement and carry out the three year program recruitment plan.

CRITERION 5

A. Survey and document enrollment in this or similar programs in area vocational technical schools.

B. Survey and document enrollment in this or similar programs in service area high schools.

C. Document support for and/or perception of need for the program by administrators of LEA's in the service area.

CRITERION 6

D. Adopt competency profiles for the various elements of the drafting and engineering technology programs, listing specific competencies for each course in the programs. Also, consider adding a few courses to expand and enhance employment skills training and to prepare program completers for a wider variety of drafting positions.

E. Integrate and sequence the new CAD related courses into the program as normally offered.

G. Delete the Associate of Science Degree Program in drafting technology and replace it with a one and two year vocational curriculum leading to a certificate or an Associate of Applied Science Degree, respectively. Refocus the drafting technology program to concentrate on employment training skills and customized training for business and industry. Increase the current AAS degree program for drafting technology to 47 credit hours of technical and contextual courses. Develop a curriculum guide for the AS degree in architectural and civil engineering technology. Upgrade the employment training portion of the AS and certificate programs for engineering technology. Bring the number of technical and contextual courses in the AAS program for the two areas of engineering technology to 47 credit hours. Make certain that courses listed in the curriculum guide match the courses for which course descriptions are provided in the catalogue. Consider the addition of a construction engineering technology component to the existing program.

CRITERION 7

D. Evaluate the method used to determine how effective the instructional process has been in achieving program goals and objectives.

CRITERION 8

B. The program needs additional types of CAD systems in order for students to be trained on several different machines.

CRITERION 9

A. Refocus the drafting technology program on employment training, rather than university transfer.

C. Provide program enrollment projections for the next three years and explain them.

CRITERION 11

B. Develop an advertising/marketing plan for the program including brochures, media spots, direct mailing, and face-to-face marketing to target audiences.

C. Evaluate the effectiveness of the advertising/marketing plan for the program.

D. Develop a printed marketing brochure, flyer, or publication for the program; undertake direct mail marketing; intensify high school visitations; develop a follow-up contact system for marketing; develop a marketing piece aimed at the adult worker; intensify contacts with area businesses and industries; and develop customized training efforts.

CRITERION 13

A. Refocus the program on job skills training and away from university transfer.

B. Develop better evaluation of the effectiveness of the program in meeting the needs of transfer enrollees, through follow-up.

C. Better document the extent of program articulation with universities.

CRITERION 14

A Refocus the program on job skills training and away from university transfer. Undertake efforts to determine why the rate of program leavers is high and what might be done to reduce it.

B. Continue to refine placement follow-up instruments.

CRITERION 15

A Continue to survey former students in order to document their perceptions of the effectiveness of the program and its strengths and weaknesses.

CRITERION 18

A Intensify efforts to recruit minorities and females into the program. Need to work more closely with JTPA, ABE/GED Program, and the Single Parent/Homemaker program in this regard.

APPENDIX I

Criterion I

A Mission Statement of Independence Community College

A Statement of Purpose of Independence Community College

B. Excerpt from Independence Community College Three-Year Vocational Education Plan

B. Excerpt from Independence Community College Strategic Planning Document

MISSION

Independence Community College is a comprehensive, public two-year community college committed to meeting the postsecondary educational needs in its district and service area. The college recognizes the importance of individual dignity, provides the opportunity for all students to prepare themselves for effective living and encourages them to achieve the maximum development of their individual abilities. The college offers a wide range of curricula that is responsive to the ever-changing personal and career needs of the individual in the democratic society. With excellence in education at reasonable student cost as its primary objective, the college assumes accountability for its mission to the extent of its physical and financial resources.

PURPOSES

The College is dedicated to the fulfillment of its mission and to the following established purposes:

1. To provide a foundation of general education which will enable students to function successfully as members of society.
2. To provide associate degree and transfer programs to parallel the first two years of four-year college and university programs.
3. To provide occupational education programs for job training, retraining and/or upgrading of skills.
4. To provide special needs programs for adult basic education and for individual academic improvement.
5. To provide adequate services, resources and facilities to support the educational process.
6. To provide aesthetic, cultural, social, and recreational experiences that will enhance the quality of campus and community life.
7. To cooperate with business, industry and organizations in implementing programs to meet their needs in relation to the economic and employment realities of the area served.

INDEPENDENCE COMMUNITY COLLEGE
INDEPENDENCE, KANSAS 67301

THREE-YEAR VOCATIONAL EDUCATION PLAN

FY1989-FY1991

VE-P1
FY 1989

KANSAS STATE DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION SECTION

THREE-YEAR VOCATIONAL EDUCATION PLAN

FY 1989-FY 1991

Independence Community College
Local Education Agency

812
LEA Number

Submitted by: R. J. Romine
Authorized Administrator

Dean of Instruction
Title

P. O. Box 708
Street Address or P.O. Box Number

Independence
City

67301
Zip Code

Contact person: R. J. Romine

Telephone: (316) 331-4100 ext. 242

This document meets State requirements for a local vocational education three-year plan.

Local Vocational Education Plans must be postmarked no later than January 13, 1988 and submitted to:

Planning, Research and Evaluation Unit
Vocational Education Section
Kansas State Department of Education
120 East 10th Street
Topeka, KS 66612

An Equal Employment/Educational Opportunity Agency

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THREE-YEAR VOCATIONAL EDUCATION PLAN

Utilize the outline below to develop an institution-wide vocational education plan for all of the following areas applicable to your institution.

Vocational Program Areas

Agricultural Education
Business Education
Consumer and Homemaking
Occupational Home Economics
Health Occupations
Marketing/CCVEP
Industrial Technology Education
Trade & Industry

Support Service Areas

Adult Training and Retraining
Disadvantaged (including limited English proficiency)
Guidance and Counseling
Handicapped
Sex Equity
Single Parent and Homemaker

OUTLINE

PART A - Identify and Analyze Data

PART B - Identify Vocational Program and Support Service Strengths

PART C - Identify Vocational Program & Support Service Needed Improvements

PART D - Identify Proposed Financing for Improvements Planned

Independence Community College

April 5, 1989

Robert Romine, Dean of Instruction

RECRUITMENT PLAN FOR DRAFTING PROGRAM

Jack Thompson and I have talked several times and we met formally today to finalize the following recruitment plan for the drafting program:

1989-90 School Year

1. Set up summer school class. (February, 1989)

2. Recruit area high school students by mail. (April 30, 1989)

3. Write criteria for two scholarship for drafting students. This will make recruiting much easier. (April 10, 1989)

4. Recruit winners in Competition Day Contests by mail. This includes 55 students from Kansas (April 30, 1989)

5. Recruit area high school students through visitations. (by June 1, 1989)

6. Set goal of increased enrollment by 25% over last school year.

7. Continue to teach above the normal teaching load in order to reach goal.

8. Since the Home Remodeling course has been added (it began Spring, 1989) increase the enrollment through advertising in newspaper, radio.

9. Advertise all courses. (August 1989 and January 1990)

10. Brochures are being developed to make patrons aware of the program. (August, 1989)

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11. Handouts are being developed to make patrons aware of the program. (April 30, 1989)

12. Make faculty advisors aware of the technical drafting course and urge them to enroll students.

1990-91 School Year

1. Recruit area high school students by mail. (April 30, 1990)

2. Recruit winners in Competition Day Contests by mail. This includes 55 students from Kansas. (April 30, 1990)

3. Recruit area high school students through visitations. (by June 1, 1990)

4. Set goal of increased enrollment by 25% over last school year.

5. Continue to teach above the normal teaching load in order to reach goal.

6. Advertise all courses. (August 1990 and January 1991)

7. Make faculty advisors aware of the technical drafting course and urge them to enroll students.

1991-92 School Year

1. Recruit area high school students by mail. (April 30, 1991)

2. Recruit winners in Competition Day Contests by mail. This includes 55 students from Kansas. (April 30, 1991)

3. Recruit area high school students through visitations. (by June 1, 1991)

4. Set goal of increased enrollment by 25% over last school year.

5. Continue to teach above the normal teaching load in order to reach goal.

6. Advertise **all** courses. (August 1991 and January 1992)

7. Make faculty advisors aware of the technical drafting course and urge them to enroll students.

We feel that this is a viable plan and hope it meets with your approval. Jack will meet with Paula Hastings to see if they can set some dates for recruiting together.

Jody Kawulok, Chair JK
Business and Applied Science

APR 25 1989

Independence Community College

M E M O R A N D U M

TO: All Faculty

FROM: Paula Hastings Paula

DATE: April 24, 1989

David Winford and I will be going to the following schools to enroll high school students for the Fall 89 semester:

Monday, May 1

9:00 a.m. - West Elk (Howard)
10:30 a.m. - Elk Valley (Longton)
1:00 p.m. - Altoona-Midway

Tuesday, May 2

8:30 a.m. - Bible College
1:30 p.m. - Cherryvale

Wednesday, May 3

8:00 a.m. - Sedan
9:45 a.m. - Caney
1:30 p.m. - L.C.H.S. (Altamont)

Thursday, May 4

9:00 a.m. - Fredonia
1:00 p.m. - Neodesha

Friday, May 5

9:00 a.m. - Independence High School
Seminar Room

We would be delighted to have anyone of you go to these schools and help us enroll students. Needless to say, the day spent at Independence High School will be a busy one, so we could use help.

Just give me a call if you would like to go with us. Thank you very much.

PH:jb

752

cc: Dr. JoAnn McDowell

College Ave. & Brookside Dr. • Independence, Kansas 67301 • 316/331-4100

APPENDIX V

Criterion VI

A Course Descriptions for Architectural Engineering Technology
A Course Descriptions for Civil Engineering Technology
A Course Descriptions for Drafting Technology
A Request for Approval of Title Change - Introduction to Computer Aided Drafting
A Request for Course Approval and Syllabus - Computer Aided Drafting 2D
A Request for Course Approval and Syllabus - Computer Aided Drafting 3D
A Request for Course Approval and Syllabus - Graphics Communication with CAD
A Request for Course Approval and Syllabus - Computer Aided Drafting Application Problem Solving
A Request for Course Approval and Syllabus - Computer Aided Drafting Lab
D. Competency Based Occupational Profile - Mechanical Drafting
E. Independence Community College Curriculum Guide - Drafting Technology - Associate of Science
E. Independence Community College Curriculum Guide - Architectural Engineering Technology - Associate of Applied Science
E. Independence Community College - Civil Engineering Technology - Associate of Applied Science
E. Independence Community College Curriculum Guide - Drafting Technology - Associate of Applied Science
G. Carl Perkins Vocational Education Grant - Independence Community College Drafting Technology Program
G. Rend Lake College Curriculum Guide - Architecutural Engineering Technology
G. Iowa Western Community College Curriculum Guide - Civil Engineering Technology
G. Pittsburg State University Curriculum Guide - Construction Engineering Technology
G. Pittsburg State University Curriculum Guide - Construction Management

student with the work of contemporary sculptors.

AED 2011
Advanced Darkroom Procedures **1 hr.**

Prerequisite: Photography I (AED 2013).

Advanced knowledge and skill are acquired in the use of photographic equipment and materials. Macrophotography, the zone systems, printing techniques, print finishing and high contrast film applications are introduced.

AED 2013 Photography I **3 hrs.**

Prerequisite: None

Designed to deal with all aspects of photography. Special attention to lenses, shutters, films, exposure, filters, flash and existing light. Dark room, black and white film, processing and printing procedures skills will be introduced. No special photographic knowledge necessary.

AED 2021 Color Transparencies **1 hr.**

Prerequisite: Photography I (AED 2013).

Provides the visual communicator with the essential elements of color theory. The technical aspects of color positive film processing is introduced. Editing and narrating skills necessary for presenting a media presentation using color transparencies will be covered.

AED 2023 Ceramics I **3 hrs.**

Prerequisite: None

A basic course stressing self-expression through the building and modeling of hand-built and wheel-thrown pots. The student is instructed in the use of chemical glazes and in the loading and firing of the kiln.

AED 2031
Color Film Developing & Printing **1 hr.**

Prerequisite: Photography I (AED 2013).

Focuses on the materials, processes and techniques used in developing color films and the production of color projection prints. Archival print mounting procedures are introduced which allow the students the advantage of professionally displaying finished color prints.

AED 2033 Photography II **3 hrs.**

Prerequisite: Photography I (AED 2013) or consent of instructor.

An advanced course designed to deal with the aspects of photography composition, enlargement, color and slides.

AED 2043 Ceramics II **3 hrs.**

Prerequisite: Ceramics I (AED 2023).

An advanced course, stressing more creative handbuilt and wheel-thrown ceramic pieces. Continues to explore the decoration and glazing process. Includes kiln loading and glaze mixing with chemicals.

AED 2061, 2062, 2063
Independent Study Photography **1-3 hrs.**

Prerequisite: Consent of instructor.

An individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours: 2061 -1 cr. hr., 2062 -2 cr. hrs., 2063 -3 cr. hrs. Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in form of appointments with instructor, consultation with project personnel, class work, and report and progress sessions.

AED 2073
Directed Studies In Photo Journalism **3 hrs.**

Prerequisite: Photography I (AED 2013).

Focuses on the special photographic needs of journalistic publications. Directed studies include news, features, and sports photography.

AED 2083 Weaving I **3 hrs.**

Prerequisite: None

An introductory course in basic weaving techniques and the use of 2 and 4 harness looms. Emphasis will be placed upon design, color and texture in loom-controlled and weaver-controlled situations. Students will be able to evaluate yarns for project needs and understand factors that control tension and density.

AED 2093 Commerical Art I **3 hrs.**

Prerequisite: None

Includes the fundamentals of design, layout and type design. Students will learn to understand layout and design of newspapers and magazine pages, layout, design and execution of print advertisements, layout and design of product brochure. Students will gain familiarization with type faces, type selection, tools and basic techniques used in commerical art.

AED 2103 Weaving II **3 hrs.**

Prerequisite: Weaving I (AED 2083).

A continuation of Weaving I, with more advanced techniques.

ARCHITECTURAL TECHNOLOGY

ARC 1003
Residential Drafting & Planning **3 hrs.**

Prerequisite: None

Six hours lab each week. Fundamental principles of efficient house planning with the correlation of architectural drafting techniques. Emphasis on standard construction materials and building codes. Drawings include plot plan, footing, foundation, floor plans, elevations, sections, and electrical and mechanical installations.

ARC 2003 Architectural Detailing 3 hrs.

Prerequisite: Engineering Graphics (DDT 1003) and Residential Drafting & Planning (ARC 1003) or equivalent.

Requires six hours lab each week. Designed to provide the student with drafting training and experience in various areas of architectural technology. Emphasizes drafting fundamentals, techniques, procedures, and current practice in areas of site plans and profiles, structural details, pipe drawings and details, and welded structures. The course project involves complete working details and mechanical schematics and layout of a residential design.

ARC 2013
Commercial Structure Drafting 3 hrs.

Prerequisite: Residential Drafting & Planning (ARC 2003).

Six hours lab each week. Students design and plan a small commerical building, complete with working drawings.

ARC 2024 Structural Design 4 hrs.

Prerequisite: Plane Trigonometry (MAT 1042).

Structural analysis and design of residential and commerical structures. Principles of statics, force systems, stress and strain, bending moments, and geometric properties are covered.

ARC 2051, 2052, 2053, 2054, 2055
Independent Study - Architectural Technology 1-5 hrs.

Prerequisite: Sophomore level, engineering technology core classes and mathematics level to calculus.

An individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours: 2051 -1 cr. hr., 2052 -2 cr. hrs., 2053 -3 cr. hrs., 2054 -4 cr. hrs., and 2055 -5 cr. hrs. Class assignments and work load established on a contract basis, generally one contact hour per credit hour per week in form of appointments with instructor, consultation with project personnel, class work, and report and progress sessions. Design and drafting problems may include the development of an engineering project from concept, research, design, and drafting of the assigned project and its presentation for final evaluation.

AUTOMOTIVE TECHNOLOGY

ATT 1003 Automotive Technology:
Automobile Tune-up 3 hrs.

Prerequisite: None

Provides shop experience necessary for automotive tune-up and covers fundamentals of carburetion and emission control. Routine and preventive maintenance and emergency repairs are included in this course.

ATT 1113 Small Engine Repair 3 hrs.

Prerequisite: None

Principles of operation, carburetion and ignition, simple tune-up, preventive maintenance, plus consumer information for potential purchases.

ATT 1123
Advanced Small Engine Repair 3 hrs.

Prerequisite: Small Engine Repair (ATT 1113).

A continuation of Small Engine Repair.

BANKING

BNK 1003 Principles of Banking 3 hrs.

Prerequisite: None

This course touches on nearly every aspect of banking, providing a comprehensive introduction to the diversified services and operations of the banking industry today. A sampling of topics found in the basic text includes: the history and evolution of banking; the documents and language of banking; the deposit, check processing, and collection functions; bank bookkeeping; loans and investments; trust services; specialized services to foreign traders, individuals, and other banks; and bank regulation and examiniation. This course also covers new trends gaining attention in banking circles in the areas of accounting, pricing and profitablity, and the personnel and security functions of a bank. Required of all banking career hopefuls.

BNK 1013 Principles of Bank Management 3 hrs.

Prerequisite: none

Organization and operation of commercial banking system; problems in commercial bank management; relationship with competing financial institutions.

BNK 1023 Marketing for Bankers 3 hrs.

Prerequisite: None

For commerical bankers who may lack the market awareness characteristic of the financial services competitors now entering the scene. The course looks at what motivates customers to purchase financial services and how to develop a successful marketing plan. Shows how to integrate the public relations, advertising, sales promotion, selling, and service distribution functions at your bank.

BNK 1103
Savings & Time Deposit Banking 3 hrs.

Prerequisite: None

This course is designed to acquaint the student with many of

CHD 2101 Child Care Practicum I 1 hr.

Prerequisite: None

Practical work experiences with pre-school children in a group setting. An option of one hour independent study may be combined with the work experience if desired.

CHD 2102 Child Care Practicum II 2 hr.

Prerequisite: None

Practical work experiences with pre-school children in a group setting. An option of one hour independent study may be combined with the work experience if desired.

CHD 2103 Child Care Practicum III 3 hr.

Prerequisite: None

Practical work experiences with pre-school children in a group setting. An option of one hour independent study may be combined with the work experience if desired.

CIVIL TECHNOLOGY

CIV 1033 Surveying & Measurements 3 hrs.

Prerequisite: Plane Trigonometry (MAT 1042) or equivalent.

Coordinates directions, distances, and elevation. Traverses and boundary surveys. Leveling. Rectangular coordinate systems. Property descriptions: public land subdivision and metes and bounds. Topographic surveys. Surveying planning and estimating. Lecture and field work involved each week.

CIV 1043 CIVIL DRAFTING 3 hrs.

Prerequisite: Engineering Graphics I (DDT 1003).

Designed to provide the student with exposure, drafting training, and experience in various facets of civil technology. Drafting fundamentals, techniques, procedures, and current practices will be emphasized. Topics include topographic maps, plans and profiles, structural drawing and detailing, piping drawing, and welding drawing.

CIV 2004 Basic Hydraulics Systems 4 hrs.

Prerequisite: None

A course dealing with the fundamentals of liquid moving by way of pressure reaction as related to the basic principles of motion. This course deals with lecture plus lab experience to demonstrate the theory and practical application of hydraulics as it applies to today's industry.

CIV 2023 Soils & Foundations 3 hrs.

Prerequisite: Plane Trigonometry (MAT 1042), College Physics I (PHS 1055), Calculus I (MAT 1055) desirable.

Covers the criteria used in the selection, design and construction of the elements of a structure that transfers its total load to the underlying formations. Theoretical aspects considered include analysis of subsoil conditions, bearing capacity and settlement, character of natural soil deposits, earth pressure and retaining wall theory, and stability of slopes and subgrades. Basic types of prevalent foundations, their design and behavioral characteristics are also covered.

CIV 2034 Civil Design 4 hrs.

Prerequisite: Plane Trigonometry (MAT 1042), College Physics I (PHS 1055) or equivalent.

Structural analysis and design of simple residential and commercial structures. Principles of statics, force systems, stress and strains, bending moments, and geometric properties.

CIV 2044
Reinforced Concrete Design & Detailing 4 hrs.

Prerequisite: Plane Trigonometry (MAT 1042), Civil Design (CIV 2034), Engineering Graphics II (DDT 1013).

An advanced course in designing and drafting that specializes in the fundamentals of reinforced concrete as it applies to structural elements in civil engineering. Current detailing practices and standards established by ACI.

CIV 2051, 2052, 2053, 2054, 2055
Independent Study: Engineering Technology 1-5 hrs.

Prerequisite: Sophomore level, engineering technology core classes and mathematics level to calculus.

An individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours: 2051 -1 cr. hr., 2052 -2 cr. hrs., 2053 -3 cr. hrs., 2054 -4 cr. hrs. and 2055 -5 cr. hrs. Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in form of appointments with instructor, consultation with project personnel, class work, and report and progress sessions. A design and drafting problem(s) may include the development of an engineering project from concept, research, design, and drafting of the assigned project and its presentation for final evaluation.

COSMETOLOGY

COS 1011 Cosmetology I 11 hrs.

Prerequisite: None

Introduction to basic cosmetology practices. Theory and demonstration, Kansas Law, sterilization and sanitation.

COS 1111 Cosmetology II 11 hrs.

Prerequisite: Cosmetology I (COS 1011).

Introduction to cosmetology practices as it relates to the clinic laboratory. Continuation of theory, Kansas Law, sterilization and sanitation.

DRAFTING TECHNOLOGY

DDT 1003 Engineering Graphics I **3 hrs.**

Prerequisite: None

Fundamentals of graphic communication, instruments and their use, lettering, geometric construction, technical sketching, multi-view drawings, pictorials, auxiliary view, sectional view, and dimensioning. Three hours lab and two hours lecture a week.

DDT 1013 Engineering Graphics II **3 hrs.**

Prerequisite: Engineering Graphics I (DDT 1003).

Principles of descriptive geometry determining fundamental relationships using primary and secondary auxiliary views; topics include normal views, revolutions, intersections, developments, vector analysis, graphical statics and nomography. Laboratory required.

DDT 1023
Manufacturing Processes & Materials **3 hrs.**

Prerequisite: None

Survey of industrial materials and manufacturing processes in metals, woods, and plastics. Principal applications of casting, forming, welding, machining, and finishing. Course includes field trips to industrial facilities.

DDT 2003 Machine Drawing **3 hrs.**

Prerequisite: Engineering Graphics I (DDT 1003).

Instruction in working drawing techniques, machining detail and assembly drawings, production methods, precision dimensioning: tolerances and limits, screw threads and fasteners, and Society of Automotive Engineers (SAE) drafting standards.

DDT 2013 Pictorial & Technical Illustrations **3 hrs.**

Prerequisite: Engineering Graphics I (DDT 1003).

Methods of pictorial drafting including techniques in axonometric, oblique, and perspectives drawings. Emphasis on current industrial trends in product illustration.

DDT 2023 Computer Aided Drafting **3 hrs.**

Prerequisite: Engineering Graphics I (DDT 1003).

A hands-on course integrating knowledge of drafting techniques with the operation of computer aided drafting (CAD) equipment. Computer graphic applications covered include: cursor use and coordinate drafting, plotting, merging, rotation, saving drawings, filing and retrieving drawings, and 2-D software utilization.

DDT 2793 Fundamentals of Quality Control **3 hrs.**

Prerequisite: None

Begins with the foundational subjects of why quality control is needed; the background of how formal quality programs were started, and traces the evolution to present day. Includes organization, purpose of inspection, sampling, economics of quality, blueprints, dimensional measuring equipment, measurement errors, process control, basic statistical methods. Included in the course is nine clock hours of laboratory-type instruction on gauging.

DDT 2913 Blueprint Reading **3 hrs.**

Prerequisite: None

A fundamental course. Covers instruction necessary to understand the purpose and the relationship between specifications and drawings as used in industry.

COMPUTER SCIENCE AND DATA PROCESSING

EDP 1003 BASIC **3 hrs.**

Prerequisite: A good general education is assumed.

A beginning course for those with a computing interest with either a large computer system or a mini. Problem analysis, flowcharting, program writing and debugging using ANS BASIC.

EDP 1013 RPG II **3 hrs.**

Prerequisite: A good general education is assumed.

A beginning course in writing, debugging and verification of programs in RPG II.

EDP 1023 Elementary Numerical Methods **3 hrs.**

Prerequisite: FORTRAN, Calculus I and Calculus II.

Computer solutions to algorithms and basic mathematical models written in FORTRAN.

EDP 1041, 1042, 1043
Independent Study Computer Science **1-3 hrs.**

Prerequisite: Consent of instructor.

An individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hour: 1041 -1 cr. hr., 1042 -2 cr. hrs., 1043 -3 cr. hrs. Class assignments and work load will be established on a contract basis, and students can generally anticipate one contact hour per credit hour per week in form of appointments with instructor, consultation with project personnel, class work and report and progress sessions.

EDP 1053 PASCAL **3 hrs.**

Prerequisite: None

An algorithm development using top-down design with syntax and semantics of the PASCAL language.

REQUEST FOR COURSE APPROVAL

Name of Institution Independence Comm College Date of Submission January 12, 1989

Address P.O. Box 708 City Independence ZIP Code 67301

___ New Course Date of Proposed Course Initiation: Fall 1989

___ Credit Hour Change

X Course Title Change

JAN 1989
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Community
Colleges

Credit Hours 3 Hours per week: 2 Lab 3 Lecture

Proposed Course Title Change from Computer Aided Drafting to

INTRODUCTION TO COMPUTER AIDED DRAFTING

Applicable Program (list only one) Drafting Technology (5304)

Justification of Course Since this course is an introduction to a very complex field, and since most other institutions offer the course as "introduction" the proposed title appears to be more appropriate.

Classification of Instruction:

___ Academic X Vocational

___ Continuing Education ___ Remedial/Developmental

Name of Administrator Filing Application Title DEAN OF INSTRUCTION

PLEASE SUBMIT TWO COPIES FOR THE DIRECTOR OF COMMUNITY COLLEGES, STATE DEPARTMENT OF EDUCATION, 120 EAST 10th STREET, TOPEKA, KS 66612-1103

FOR STATE USE ONLY

✓ Approved ___ Academic Provisionally approved/

___ Disapproved ✓ Vocational expiration date ___

Comments

Director of Community Colleges Date FEB 15 1989

Form 9-03-02-108 (Rev. 2-88)

REQUEST FOR COURSE APPROVAL

Name of Institution Independence Comm. College Date of Submission 2/16/89

Address P.O. Box 708 City Independence ZIP Code 67301

X New Course Date of Proposed Course Initiation: Fall 1989

___ Credit Hour Change

___ Course Title Change

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Credit Hours 3 Hours per week: 4 Lab 1½ Lecture

Proposed Course Title Computer Aided Drafting 2D

Applicable Program (list only one) 5304 Drafting

Justification of Course This course is the result of the efforts of the local advisory council, the Three Year Vocational Plan and Carl Perkins funding request to add a CAD option to our Drafting Technology Program. In compliance with the curriculum change noted in Perkins grants already approved, we need to implement this course.

Classification of Instruction:

___ Academic X Vocational

___ Continuing Education ___ Remedial/Developmental

Name of Administrator Filing Application Title Dean of Instruction

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___ Disapproved X Vocational expiration date ___

Comments

Director of Community Colleges John P. Hanna Date MAR 1 1989

Form 9-03-02-108 (Rev. 2-86)

INDEPENDENCE COMMUNITY COLLEGE

NEW COURSE PROPOSAL

Course: Computer Aided Drafting 2D Date: 1-29-89

Description: An introductory course in teaching the fundamentals of the graphic language through the use of a computer aided drafting (CAD) system. Applications covered include scaling, grids, construction lines, geometric shapes, coordinates, rotations, lettering, orthographic projection, storage, retrieval and plotting utilizing two dimensional (2D) software.

Prerequisites: NONE

Semester Hour Credit 3 ; Lecture Hours per Week 1½ ; Lab Hours 4

Course Objectives: At the completion of the course the student will be able to: (1) identify the major components of a graphic system, (2) demonstrate the use of input and cursor control of the CAD system, (3) start up, store, retrieve and escape from the CAD system, (4) create dimension and annotate a drawing on the CAD system, (5) place symbols, merge, and plot drawings on the CAD system.

Student requirements and method of evaluation: General requirements include: (1) sectional tests, (2) finial examination, (3) outside problems, (4) laboratory projects & evaluation procedures includes; (1) main examinations and (2) laboratory assignments and special reports.

Texts: USING VERSACAD, Fuller, James E., Delmar Publishers Inc., 1988.

(Over)

Other References: CAD-TUTOR, Sunyogh, J., Krimper, Ron, Et. Al., Glencce Publishing Co., 1987.

Justification of Course: Due to the increased application of the computer aided drafting (CAD) system used for making technical drawings in industry, increased knowledge and CAD skills are required for employment in industry.

Date of Course Initiation: September 1989

Anticipated Enrollment in the course, immediate or long range, each semester offered and if the course is to be temporary or permanent in the program: This is a permanent program to be offered each semester and antiapate 10 students per semester.

Course Content and Outline (Add additional sheet if needed):

(1) Introduction
(2) CAD system familiarization
(3) Activating the system
(4) Grids / Construction
(5) Graphic fundamentals
(6) Geometric constructions
(7) Orthographic projections
(8) Lettering
(9) Dimensioning
(10) Auxiliary views
(11) Sectional views
(12) Printer / Plotting drawings

If the new course is a Vocational course, complete the following:

How will this course fit into the existing program and further enhance or develop the objectives of the program.

This course will develop the basic knowledge and skills to make technical drawings requiring descriptive geometry principles and computer aided drafting graphic language, skills and techniques inducative to industry.

Has the course been approved and/or been suggested by an Advisory Committee for the program or by the demands from the industry or professional employing the graduate of the program:

It has been suggested by the advisory council and is being demanded for employment in industry.

If course requires new capital equipment, indicate plans to obtain the necessary equipment and floor space needed:

No new equipment or floor space is required.

REQUEST FOR COURSE APPROVAL

Name of Institution Independence Comm. College Date of Submission 2/16/89

Address P.O. Box 708 City Independence ZIP Code 67301

X New Course

Date of Proposed Course Initiation: Fall 1989

____ Credit Hour Change

____ Course Title Change

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Credit Hours 5

Hours per week: 4 Lab 1½ Lecture

Proposed Course Title Computer Aided Drafting 3D

Applicable Program (list only one) 5304 Drafting

Justification of Course This course is the result of the efforts of the local advisory council, the Three Year Vocational Plan and Carl Perkins funding request to addd a CAD option to our Drafting Technology Program. In compliance with the curriculum change noted in Perkins grants already approved, we need to implement this course.

Classification of Instruction:

____ Academic

X Vocational

____ Continuing Education

____ Remedial/Developmental

Name of Administrator Filing Application Title Dean of Instruction

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X Approved

____ Academic

Provisionally approved/

____ Disapproved

X Vocational

expiration date ____

Comments

Director of Community Colleges John P. Hanna Date MAR 1 1989

INDEPENDENCE COMMUNITY COLLEGE

NEW COURSE PROPOSAL

Course: COMPUTER AIDED DRAFTING 3D Date: 01-29-89

Description: This course will introduce the basic concepts, features and frnctions of 3 deminsional drawings through 3D principles and primitives. Students will create, transfer, and modify 3D drawings import and export 2D drawings for shading and plotting.

Prerequisites: Computer Aided Drafting 2D

Semester Hour Credit 3 ; Lecture Hours per Week 1½ ; Lab Hours 4

Course Objectives: At the completion of course the student will be able to: (1) understand the basic concepts of 3D CAD, (2) use the create and scane menus, (3) create and import 2D drawings for import to 3D, (4) manipulate and modify 3D objects, (5) shade a model drawing, and (6) file,save, export, and plot 3D drawing to 2D.

Student requirements and method of evaluation: General requirements included: (1) mid term test, (2) final examination, and (3) laboratory projects. Evaluation procedures include (1) examinations and (2) laboratory assignments.

Texts: VERSACAD - 3D Training Guide, Morrissey, Maria; VERSACAD Corporation, 1988.

(Over)

Other References: Using VERSACAD, Fuller, James E.; Delmar Publication Inc., 1988 CAD-TUTOR, Sumyogh, Krimper, Et. Al, Glenco Publishing Co., 1987.

Justification of Course: Due to the increased application of the Computer Aided Drafting (CAD) system used in maksing pictorial drawings (3D) and modeling drawings in industry, increased knowledge and CAD skills are being required for employement in industry.

Date of Course Initiation: Spetember 1989

Anticipated Enrollment in the course, immediate or long range, each semester offered and if the course is to be temporary or permanent in the program: This is a permanment program to be offered each semester after the 2D CAD course semester and anticipate 8 students per senester.

Course Content and Outline (Add additional sheet if needed):

1) Principles of 3D drawings.
2) Principles of 3D primities.
3) Create and scene drawings.
4) Import 2D files to 3D.
5) Tramsfer and modify 3D drawings.
6) Export 3D files to 2D.
7) Shade drawings.
8) Plot 3D drawings.

If the new course is a Vocational course, complete the following:

How will this course fit into the existing program and further enhance or develop the objectives of the program.

This course will develop the basic knowledge and skills of a Computer Aided Drafting system to develop 3D modeling drawings. It will teach the fundamentals of the 3D mofeling techniques through the use of the computer, which represents the methods, techniques and ststems utilized by industry.

Has the course been approved and/or been suggested by an Advisory Committee for the program or by the demands from the industry or professional employing the graduate of the program:

It has been suggested by the advisory council and is required for employement by many professsional fieslds.

If course requires new capital equipment, indicate plans to obtain the necessary equipment and floor space needed:

No new equipment or floor space is required.

REQUEST FOR COURSE APPROVAL

Name of Institution Independence Comm. College Date of Submission 3/8/89

Address P.O. Box 708 City Independence ZIP Code 67301

X New Course

Date of Proposed Course Initiation: Fall 1989

___ Credit Hour Change

___ Course Title Change

MAR 1989
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……

Credit Hours 3 Hours per week: 2 Lab [illegible] Lecture

Proposed Course Title Graphics Communications with CAD

Applicable Program (list only one) 5304 Drafting

Justification of Course This course is the result of the efforts of the local advisory council, the Three Year Vocational Plan and Carl Perkins funding request to add a CAD option to our drafting Technology Program. In compliance with the curriculum change noted in Perkins grants already approved, we need to implement this course.

Classification of Instruction:

___ Academic X Vocational
___ Continuing Education ___ Remedial/Developmental

Name of Administrator Filing Application Title DEAN OF INSTRUCTION

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……

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\ Approved ___ Academic Provisionally approved/
___ Disapproved \ Vocational expiration date ___

Comments

Director of Community Colleges John P. Hanna Date MAR 20 1989

Form 9-03-02-108 (Rev. 2-86)

INDEPENDENCE COMMUNITY COLLEGE

NEW COURSE PROPOSAL

Course: GRAPHICS COMMUNICATIONS with CAD Date: 01-30-89

Description: This course introdures how the Computer Aided Drafting system uses techniques of design and illustration for graphic arts. Emphases will be an 2D and 3D color illustrations, spacing and placement of lettering for enhancing graphic design.

Prerequisites: NONE

Semester Hour Credit 3 ; Lecture Hours per Week 1 ; Lab Hours 2

Course Objectives: At the completion of the course the student will be able to: (1) understand the basic concepts of 2D and 3D CAD system, (2) prepare 2D and 3D illustrations for 2D media, (3) demonstrate principles of layout and lettering, (4) complete line drawings, shaded product drawings with various colors, and (5) make copies of illustrations with printer / plotter.

Student requirements and method of evaluation: General requirements include: (1) mid term test and (2) final examination and laboratory projects. Evaluation procedures include examination and laboratory assignments.

Texts: Grphic Layout and Design, Silver, Gerald A.; Delmar Publishers Inc., 1989.

(Over)

Other References: To be determined at a later date.

Justification of Course: Due to the increased application of computer aided drafting (CAD) systems being utilized in the graphic arts industry increased knowledge and utilization of the CAD system is increasing throughout the graphics industry.

Date of Course Initiation: January 1990

Anticipated Enrollment in the course, immediate or long range, each semester offered and if the course is to be temporary or permanent in the program: This is a permament program to be offered each spring semester and anticipate 6 students per semester.

Course Content and Outline (Add additional sheet if needed):

1) Principles of 2D and 3D drawings.
2) Preparing 2D illustrations.
3) Preparing 3D illustrations.
4) Layout and lettering techniques.
5) Adding color to illustrations.
6) Shading techniques for illustrations.
7) Reproducting copies with printer / plotter.

If the new course is a Vocational course, complete the following:

How will this course fit into the existing program and further enhance or develop the objectives of the program.

This course will develop the basic knowledge and skills in making graphic arts illustration for commercial use with the aid of the Computer Aided Drafting (CAD) system.

Has the course been approved and/or been suggested by an Advisory Committee for the program or by the demands from the industry or professional employing the graduate of the program:

This course has not been suggested by the advisory council, however will demonstrate how the CAD system can be utilized in the graphic arts industry to design graphic illustrations.

If course requires new capital equipment, indicate plans to obtain the necessary equipment and floor space needed:

No new equipment or floor space would be required.

REQUEST FOR COURSE APPROVAL

Name of Institution Independence Comm. College Date of Submission 2/16/89
Address P.O. Box 708 City Independence ZIP Code 67301

X New Course
____ Credit Hour Change
____ Course Title Change

Date of Proposed Course Initiation: Fall 1989

FEB 1989
RECEIVED
Community Colleges

Credit Hours 3
Hours per week: 4 Lab 1 Lec

Proposed Course Title Computer Aided Drafting Application ~~Program~~ Problem Solving

Applicable Program (list only one) 5304 Drafting

Justification of Course This course is the result of the efforts of the local advisory council, the Three Year Vocational Plan and Carl Perkins funding request to add a CAD option to our drafting Technology Program. In compliance with the curriculum change noted in Perkins grants already approved, we need to implement this course.

Classification of Instruction:

____ Academic
____ Continuing Education
X Vocational
____ Remedial/Developmental

Name of Administrator Filing Application Title Dean of Instruction

PLEASE SUBMIT TWO COPIES FOR THE DIRECTOR OF COMMUNITY COLLEGES, STATE DEPARTMENT OF EDUCATION, 120 EAST 10th STREET, TOPEKA, KS 66612-1103

FOR STATE USE ONLY

X Approved
____ Disapproved
____ Academic
X Vocational
Provisionally approved/
expiration date ____

Comments

Director of Community Colleges John P. Hanna Date MAR 1 1989

Form 9-03-02-108 (Rev. 2-86)

INDEPENDENCE COMMUNITY COLLEGE

NEW COURSE PROPOSAL

Course: COMPUTER AIDED DRAFTING APPLICATION PROBLEM SOLVING Date: 01-29-89

Description: With the use of the Computer Aided Drafting (CAD) system through study of the principles of descriptive geometry to determine leights, angles, shapes, and other descriptive information by means of graphics through revolutions, auxiliary views, intersection, developments, and vector analysis.

Prerequisites: Computer Aided Drafting 2D

Semester Hour Credit 3 ; Lecture Hours per Week 1½ ; Lab Hours 4

Course Objectives: At the completion of the course the student will be able to: (1) determine true shapes through revalutions, (2) determine lines of intersections between joining parts, (3) demonstrate the principles of developments, and (4) demonstrate the peinciples of vector geometry.

Student requirements and method of evaluation: General requirements includes: (1) sectional tests, (2) final examinations, and (3) laboratory projects, Evaluation procedures include; 1) main examinations and 2) laboratory assignments.

Texts: CAD Application: Mechanical, Bertoline, Gary; Delmar Publishers Inc., 1989.

(Over)

Other References: (1) Mechanical Design Using CADD, Voisinet, Donald D.; McGraw-Hill Publishing Co.,1989. (2) Graphics For Engineers, Earle, James H.; Addison-Wesley Publishing Co., 2nd ED., 1989.

Justification of Course: Due to the increased application of the Computer Aided Drafting (CAD) system used for makding technical drawings in industry, increased knowledge and CAD skills are required for employment in industry.

Date of Course Initiation: January 1990

Anticipated Enrollment in the course, immediate or long range, each semester offered and if the course is to be temporary or permanent in the program: This is a permament program to be offered each spring semester and anticipate 8 students per semester.

Course Content and Outline (Add additional sheet if needed):

1) Find true lengths of lines.
2) Find true shapes of planes.
3) Intersections of lines and planes.
4) Surface developments.
5) Drawing plot plans.
6) Presision drawings.

If the new course is a Vocational course, complete the following:

How will this course fit into the existing program and further enhance or develop the objectives of the program.

This course will develop the basic knowledge and skills of a computer aided drafting system to make technical drawings. It will teach the fundamentals of the graphic lauguage through the compter, which represents the methods, techniques, and systems utilized by industry.

Has the course been approved and/or been suggested by an Advisory Committee for the program or by the demands from the industry or professional employing the graduate of the program:

It has been suggested by the advisory council and is being demanded for employment in industry.

If course requires new capital equipment, indicate plans to obtain the necessary equipment and floor space needed:

No new equipment or floor space is required.

REQUEST FOR COURSE APPROVAL

Name of Institution Independence Comm. College Date of Submission 2/16/89

Address P.O. Box 708 City Independence ZIP Code 67301

X New Course Date of Proposed Course Initiation: Fall 1989

___ Credit Hour Change

___ Course Title Change

FEB 1989
RECEIVED

Credit Hours 3 Hours per week: 4 Lab 1 Lecture

Proposed Course Title Computer Aided Drafting (Lab)

Applicable Program (list only one) 5304 Drafting

Justification of Course This course is the result of the efforts of the local advisory council, the Three Year Vocational Plan and Carl Perkins funding request to add a CAD option to our drafting Technology Program. IN compliance with the curriculum change noted in Perkins grants already approved, we need to implement this course.

Classification of Instruction:

___ Academic X Vocational

___ Continuing Education ___ Remedial/Developmental

Name of Administrator Filing Application Title Dean of Instruction

PLEASE SUBMIT TWO COPIES FOR THE DIRECTOR OF COMMUNITY COLLEGES, STATE DEPARTMENT OF EDUCATION, 120 EAST 10th STREET, TOPEKA, KS 66612-1103

FOR STATE USE ONLY

___ Approved ___ Academic Provisionally approved/

___ Disapproved X Vocational expiration date ___

Comments ___

Director of Community Colleges John P. [illegible] Date MAR 1 1989

Form 9-03-02-108 (Rev. 2-86)

INDEPENDENCE COMMUNITY COLLEGE

NEW COURSE PROPOSAL

Course: COMPUTER AIDED DRAFTING (LAB) Date: 01-30-89

Description: This course will further develop computer aided drafting (CAD) skills with the application of 2D and 3D procedures through indepth study of selected fields of architecture, civil, structural, electical, mechanical designs, and developing macros.

Prerequisites: CAD 2D & CAD 3D

Semester Hour Credit 3 ; Lecture Hours per Week 1 ; Lab Hours 4

Course Objectives: At the completion of the course the student will demonstrate skills in 2D and 3D drawings of (1) architecture plans / details, (2) civil drawings, (3) structural details, electrical schematics, (4) medianical equipment, and (5) shaded illustrations of products.

Student requirements and method of evaluation: General requirements include (1) mid term test (2) final examination and laboratory projects. Evaluation proceduces include examination and laboratory assignments.

Texts: Various texts will be selected for study of specific assignments.

(Over)

Other References: To be selected at a later date.

Justification of Course: Advanced skills need to be developed for increased saleable skills in technical drawing fields with the use of CAD system.

Date of Course Initiation: January 1990

Anticipated Enrollment in the course, immediate or long range, each semester offered and if the course is to be temporary or permanent in the program: This is a permanent program to be offered each spring semester and anticipate 6 students per semester.

Course Content and Outline (Add additional sheet if needed):

1) Architectural floor plans and detail drawings.
2) Topographical drawings.
3) Structural details of wood and steel structures.
4) Electrical schematic drawing technique.
5) Gear and bearing drawings in assembly detailed drawings.
6) Use of 3D drawings shaded for illustration purposes of products.
7) Developing macros.

If the new course is a Vocational course, complete the following:

How will this course fit into the existing program and further enhance or develop the objectives of the program.
This course will articulate advanced knowledge and skills in computer aided drafting (CAD) systems through selected advanced problems which increases saleable skills.

Has the course been approved and/or been suggested by an Advisory Committee for the program or by the demands from the industry or professional employing the graduate of the program:

This course has not been suggested, but increases students saleable skills demonstrated by professionals in the engineering technology field.

If course requires new capital equipment, indicate plans to obtain the necessary equipment and floor space needed:

No new equipment or floor space is required.

KANSAS OCCUPATIONAL PROFILE

MECHANICAL DRAFTING

Name ______________________ SS# ___/___/___

School ______________ Instructor ______________

RATING SCALE:
3 Skilled-Works independently
2 Limited Skill-Requires assistance to perform task
1 Skill Undeveloped-Received instruction but has not developed skill
0 No Exposure-No instruction or training in this area

DIRECTIONS: Evaluate the student by checking the appropriate number to indicate the degree of competency reached. Rate each task to reflect employability readiness.

ENROLLMENT DATE ___/___/___ COMPLETION DATE ___/___/___ HOURS COMPLETED ________

I certify that the student received training in the areas indicated.

Student Signature ______________________ Date ___/___/___

Instructor Signature ______________________ Date ___/___/___

Administrator Signature ______________________ Date ___/___/___

A. USE OF TOOLS AND EQUIPMENT

3 2 1 0 1.A Identify types of mechanical templates
3 2 1 0 2.B Identify and demonstrate use of precision measuring instruments
3 2 1 0 3.A Identify and demonstrate use of drafting tools and equipment
3 2 1 0 4.A Demonstrate use of scientific calculator
3 2 1 0 5.A Demonstrate proficiency in lettering and line-work
3 2 1 0 6.A Be proficient in use of reproduction machinery
3 2 1 0 7. ______________
3 2 1 0 8. ______________

B. SPECIFICATIONS AND HANDBOOKS

3 2 1 0 1.A Identify categories of pipe
3 2 1 0 2.C Use tubing call outs correctly
3 2 1 0 3.A Identify structured shapes
3 2 1 0 4.A Identify manufacturing materials
3 2 1 0 5.A Determine wire and sheet metal size from gage number
3 2 1 0 6.A Select materials from a materials stock book
3 2 1 0 7.B Identify product information literature
3 2 1 0 8.A Identify mechanical standards references
3 2 1 0 9.A Identify standards in ANSI drafting manual
3 2 1 0 10.B Identify ANSI standard parts
3 2 1 0 11.B Identify ANSI miscellaneous standards
3 2 1 0 12. ______________
3 2 1 0 13. ______________

C. LAYOUTS AND WORKING DRAWINGS

3 2 1 0 1.A Identify types of mechanical drawings
3 2 1 0 2.A Select and layout title forms
3 2 1 0 3.A Select and layout information on revision blocks
3 2 1 0 4.A Schedule information on a bill of material/parts list
3 2 1 0 5.B Determine stages of design process
3 2 1 0 6.A Select drawing layout
3 2 1 0 7.A Identify elements of design layout
3 2 1 0 8.A Interpret information found on outline or installation assemblies
3 2 1 0 9.A Interpret information found on welding assembly drawings
3 2 1 0 10.A Interpret information found on a pattern or casting drawing
3 2 1 0 11.A Identify characteristics of forging drawings
3 2 1 0 12. ______________
3 2 1 0 13. ______________

D. DIMENSIONING AND TOLERANCING

3 2 1 0 1.A Determine location dimensions for a geometric shape
3 2 1 0 2.A Verify mating dimensions in an assembly drawing
3 2 1 0 3.A Identify numerical control dimensioning
3 2 1 0 4.A Determine fits for inch units
3 2 1 0 5.A Determine limits in inch units using basic hole system
3 2 1 0 6.A Determine tolerance ranges for shop processes
3 2 1 0 7.B Determine hole size limits for standard dowels
3 2 1 0 8.A Determine limit dimensions for interchangeability of parts
3 2 1 0 9.A Determine limit dimensions for intermediate parts
3 2 1 0 10.A Select symbols for tolerance and form
3 2 1 0 11.A Select symbols for position and form
3 2 1 0 12.A Layout positional tolerancing
3 2 1 0 13.A Layout angular tolerances
3 2 1 0 14.A Identify surface quality specifications
3 2 1 0 15.A Identify surface quality symbols
3 2 1 0 16.A Identify surface quality notes
3 2 1 0 17.A Place symbols in proper location
3 2 1 0 18.A Dimension an object completely
3 2 1 0 19.A Calculate and dimension clearance fit tolerances using standard fit tables
3 2 1 0 20.A Calculate and dimension interference fit tolerances using standard fit tables
3 2 1 0 21.A Calculate and assign tolerances to mating parts using standard fit tables
3 2 1 0 22.A Calculate and dimension hole size limits for standard dowels
3 2 1 0 23.A Dimension an object using position and form tolerances
3 2 1 0 24. ______________
3 2 1 0 25. ______________

E. SKETCHING AND MECHANICAL SHAPE DESCRIPTION

3 2 1 0 1.A Identify types of presentation sketches
3 2 1 0 2.A List steps of sketching
3 2 1 0 3.A Construct an ellipse
3 2 1 0 4.B Demonstrate difference shading techniques
3 2 1 0 5.A Develop types of axonometric drawings
3 2 1 0 6.B Shade pictorials
3 2 1 0 7.A Construct presentation sketches
3 2 1 0 8.A Construct design sketches
3 2 1 0 9.A Construct a isometric presentation drawing
3 2 1 0 10.A Construct an oblique presentation drawing
3 2 1 0 11.B Construct a two point presentation perspective of an object
3 2 1 0 12.A Construct an exploded assembly presentation drawing
3 2 1 0 13. ______________
3 2 1 0 14. ______________

A-MUST KNOW PRIOR TO MAKING APPLICATION FOR JOB
B-NICE TO KNOW, SHOULD OR MUST LEARN IN FIRST 30 DAYS
C-NOT REQUIRED FOR EMPLOYMENT BUT WOULD HELP ADVANCEMENT
D-NOT REQUIRED AT THE TRAINING LEVEL

F. FASTENERS AND HARDWARE

3 2 1 0 1.A Identify types of fasteners
3 2 1 0 2.A Verify applications of screw threads
3 2 1 0 3.A Identify screw threads nomenclature
3 2 1 0 4.A Identify screw thread profiles
3 2 1 0 5.A Identify lead of thread
3 2 1 0 6.A Identify screw thread symbols
3 2 1 0 7.A Identify classes of fit for unified threads
3 2 1 0 8.B Identify classes of fit for metric threads
3 2 1 0 9.A Identify parts of thread notes
3 2 1 0 10.A Identify conventional representations of pipe threads
3 2 1 0 11.A Identify types of threaded removable fasteners
3 2 1 0 12.A Identify shapes of bolts and nuts
3 2 1 0 13.A Identify types of locknuts and locking devices
3 2 1 0 14.A Identify types of standard cap screws
3 2 1 0 15.A Identify types of machine screws
3 2 1 0 16.A Identify set screw heads and points
3 2 1 0 17.A Identify standard large and small rivets
3 2 1 0 18.C Compare advantages of plastic fasteners over metal fasteners
3 2 1 0 19.A Identify devices to lock components on a shaft
3 2 1 0 20.A Identify types of springs
3 2 1 0 21.A Identify types of spring clips
3 2 1 0 22.A Identify types of keys
3 2 1 0 23.A Identify types of machine pins
3 2 1 0 24.A Identify washers
3 2 1 0 25.A State applications of inserts
3 2 1 0 26.A Identify types of lock washers
3 2 1 0 27.B Identify uses for spring washer designs
3 2 1 0 28.B Identify quick opening and locking devices
3 2 1 0 29.B Identify advantages of different fasteners
3 2 1 0 30.A Identify types of welded joints
3 2 1 0 31.A Identify parts of a welding symbol
3 2 1 0 32.A Identify basic arc and gas weld symbols
3 2 1 0 33.A Identify supplementary welding symbols
3 2 1 0 34.A Identify welding symbol dimensions for a different types of welds
3 2 1 0 35.A Identify resistance welding symbols
3 2 1 0 36.A Construct thread symbols
3 2 1 0 37.A Construct bolts, screws, and nuts
3 2 1 0 38.A Construct an assembly containing various fasteners
3 2 1 0 39.A Construct a welded assembly drawing
3 2 1 0 40.A Construct spring drawings to include specifications
3 2 1 0 41.A Construct keys in assembled positions
3 2 1 0 42.A Write specifications for hardware from vendor catalogs
3 2 1 0 43. ____________________
3 2 1 0 44. ____________________

A-MUST KNOW PRIOR TO MAKING APPLICATION FOR JOB
B-NICE TO KNOW, SHOULD OR MUST LEARN IN FIRST 30 DAYS
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D-NOT REQUIRED AT THE TRAINING LEVEL

G. MANUFACTURING PROCESSES

3 2 1 0 1.A Identify purposes of manufacturing processes
3 2 1 0 2.A Identify types of drawings
3 2 1 0 3.A Identify casting terms
3 2 1 0 4.A List drawing procedures for castings
3 2 1 0 5.A Identify casting and machine dimensions
3 2 1 0 6.A List drawing procedures for a forging
3 2 1 0 7.A List drawing procedures for a welded assembly
3 2 1 0 8.A Identify machine processes
3 2 1 0 9.A Identify numerical control machinery
3 2 1 0 10.A Identify sheet metal processing
3 2 1 0 11.A Identify sheet metal hems, joints and bends
3 2 1 0 12.A Construct a casting drawing
3 2 1 0 13.A Construct a forging drawing
3 2 1 0 14.A Construct a welded drawing
3 2 1 0 15.A Construct a thermoplastic drawing
3 2 1 0 16.A Construct a sheet metal bent drawing
3 2 1 0 17.A Construct a metal stamping drawing
3 2 1 0 18. ____________________
3 2 1 0 19. ____________________

H. DEVELOPMENTS AND INTERSECTIONS

3 2 1 0 1.A Construct an auxiliary view
3 2 1 0 2.A Develop true length lines and true sizes of three view drawings
3 2 1 0 3.A Identify point views of lines and edge views of planes
3 2 1 0 4.A Demonstrate characteristics of rotation
3 2 1 0 5.A Identify elements of single curved surfaces
3 2 1 0 6.A Locate intersections of surfaces
3 2 1 0 7.A Identify types of developments
3 2 1 0 8.A Calculate bend allowance
3 2 1 0 9.A Label points, lines, and planes in views
3 2 1 0 10.A Identify true lengths and types of lines
3 2 1 0 11.A Identify true sizes and types of planes
3 2 1 0 12.A Construct lengths of lines and true sizes of planes using auxiliary views
3 2 1 0 13.A Construct true lengths of lines by rotation
3 2 1 0 14.A Construct true sizes of planes by rotation
3 2 1 0 15.A Locate elements of single curved surfaces
3 2 1 0 16.A Construct intersections of surfaces
3 2 1 0 17.A Construct intersections of surfaces using two-view method
3 2 1 0 18.A Construct radial line developments
3 2 1 0 19.A Construct parallel line developments
3 2 1 0 20.A Construct special developments using triangulation
3 2 1 0 21. ____________________
3 2 1 0 22. ____________________

I. POWER TRANSMISSION

3 2 1 0 1.A Understand the mechanics of chain drives, gear drives, and belt drives
3 2 1 0 2.B Identify steps for selecting a V-belt drive
3 2 1 0 3.A Identify types of power transmission chains
3 2 1 0 4.A Identify types of gears
3 2 1 0 5.A Identify parts of gear teeth
3 2 1 0 6.A Identify parts of pinion and gear
3 2 1 0 7.B List cutting data needed for spur gear drawings
3 2 1 0 8.A Identify parts of a bevel gear
3 2 1 0 9.B List cutting data needed for bevel gear
3 2 1 0 10.B List cutting data needed for worm and worm wheel
3 2 1 0 11.A Develop and calculate a gear ratio
3 2 1 0 12.A Develop a gear rotation
3 2 1 0 13.A Develop a speeds gear
3 2 1 0 14.A Identify types of couplings
3 2 1 0 15.A Identify types of bearings
3 2 1 0 16.A Identify cam nomenclature
3 2 1 0 17.A Identify types of cam followers
3 2 1 0 18.A Identify types of cam motions
3 2 1 0 19.A Construct a spur gear drawing
3 2 1 0 20.A Construct a bevel gear drawing
3 2 1 0 21.A Construct a worm and worm gear drawing
3 2 1 0 22.A Determine gear rotation
3 2 1 0 23.A Calculate gear speeds
3 2 1 0 24.A Construct a cam drawing
3 2 1 0 25.B Select a chain drive
3 2 1 0 26.B Select a V-belt drive
3 2 1 0 27.A Select types of bearings from handbooks
3 2 1 0 28. ____________________
3 2 1 0 29. ____________________

J. COMPUTER-AIDED DRAFTING

3 2 1 0 1.A Identify systems hardware
3 2 1 0 2.A Identify systems software
3 2 1 0 3.A Identify and demonstrate the use of CAD commands
3 2 1 0 4.A Demonstrate systems start up and shut down procedures
3 2 1 0 5.A Demonstrate the use of CAD system peripherals
3 2 1 0 6.A Demonstrate the ability to create drawings on the CAD system using the various input devices (keyboard, digitizer, mouse, etc.)
3 2 1 0 7.A Demonstrate the ability to dimension drawings on the CAD system
3 2 1 0 8.A Demonstrate proficiency in setting limits and scale on the CAD system
3 2 1 0 9.A Demonstrate proficiency in setting, turning on and turning off layers
3 2 1 0 10.A Demonstrate proficiency in applications of software and hardware
3 2 1 0 11.A Demonstrate the ability to load and store information to and from the disk and tape system
3 2 1 0 12.A Demonstrate the ability to format floppy disks and hard disks, to reload software on the system and to configure software to operate with a given system

3 2 1 0	13.A	Construct drawings using straight line, circle, and hidden line statements, etc.
3 2 1 0	14.A	Be proficient in the use of printer/plotter operations
3 2 1 0	15.A	Construct a drawing using straight line, circle, and hidden line statements, etc.
3 2 1 0	16.A	Start up and shut down the available CAD system
3 2 1 0	17.A	Load from and store onto disk a program or drawing
3 2 1 0	18.A	Operate a digitizer tablet
3 2 1 0	19.	______________________________
3 2 1 0	20.	______________________________

A-MUST KNOW PRIOR TO MAKING APPLICATION FOR JOB
B-NICE TO KNOW, SHOULD OR MUST LEARN IN FIRST 30 DAYS
C-NOT REQUIRED FOR EMPLOYMENT BUT WOULD HELP ADVANCEMENT
D-NOT REQUIRED AT THE TRAINING LEVEL

DRAFTING TECHNOLOGY

Degree: Associate of Science

Students in drafting technology courses are exposed to the broad spectrum of engineering design and are trained for proficiency in the graphic skills related to that discipline of graphic communications.

Drafting technologists graduating from this program are generally in demand in all areas of scientific research, manufacturing and engineering. This program is designed for those planning on a four-year degree and who are completing the first two years at ICC.

FRESHMAN YEAR

First Semester	**17 Hrs**
Freshman Orientation	1
English Composition I	3
Engineering Graphics I	3
College Algebra	3
Design	3
Physical Education	1
Humanities Elective	3

Second Semester	**16 Hrs**
English Composition II	3
Engineering Graphics II	3
Physical Science	5
Computer Aided Drafting	3
Plane Trigonometry	2

SOPHOMORE YEAR

First Semester	**17 Hrs**
Civil Drafting	3
Residential Drafting & Planning	3
General College Physics I *	5
Elements of Economics I	3
General Psychology	3

Second Semester	**17 Hrs**
Pictorial and Technical Illustrations	3
Analytic Geometry and Calculus I **	5
Machine Drawing	3
Speech	3
U.S. History or American Government	3

*Transfer students should take Engineering Physics I (PHS1055).

**Transfer students should take Calculus I. Career students should take drafting electives.

Recommended electives: Chemistry, Surveying, Structural Design, Machine Tool Technology, Architectural Detailing.

ENGLISH

Degree: Associate of Arts

English majors should take the required English composition and speech courses and advanced composition and literature. Students should consult the catalog of the four-year college to which they plan to transfer for requirements and suggested electives.

FRESHMAN YEAR

First Semester	**18 Hrs**
Freshman Orientation	1
English Composition I	3
Speech	3
U.S. History or Prin of Political Science	3
Literature	3
Foreign Language Elective	5

Second Semester	**17 Hrs**
English Composition II	3
Literature	3
Laboratory Science	5
Foreign Language Elective	5
Physical Education	1

SOPHOMORE YEAR

First Semester	**15 Hrs**
Advanced Composition	3
Foreign Language Elective	3
Social/Behavioral Elective	3
College Algebra	3
Theatre Appreciation	3

Second Semester	**18 Hrs**
Oral Interpretation	3
Literature	3
Elements of Sociology	3
General Psychology	3
Foreign Language Elective	3
Creative Writing	3

Recommended electives: Introduction to Acting, Introduction to Art, Music Appreciation, Business Communications, Newswriting.

DATA PROCESSING TECHNOLOGY

This Associate of Applied Science degree provides the student with general skills for data entry and general data processing applications.

FRESHMAN YEAR

First Semester	**17 Hrs**
Freshman Orientation	1
English Composition I	3
Introduction to Computing	3
BASIC	3
Intermediate Algebra	3
Accounting I	3
Physical Education	1

Second Semester	**15 Hrs**
English Composition II	3
Word Processing I	3
Political Science or History	3
RPG II	3
College Algebra	3

SOPHOMORE YEAR

First Semester	**17 Hrs**
College Chemistry or General Biology	5
Word Processing II	3
COBOL	3
Elements of Economics I	3
Business Communications	3

Second Semester	**15 Hrs**
Elements of Economics II	3
Advanced COBOL	3
Technical Electives	6
Speech	3

Recommended electives: Accounting II, Accounting with Computers, Visicalc

ENGINEERING TECHNOLOGY

Engineering Technology offers three areas of specialization: architectural, civil, and design and drafting. The introductory courses of the first year are for those students desiring a greater understanding of industrial and technical activities in the world today, and they serve as a basic core for the two-year technology options. The second year specialized technical courses are offered to the student who desires a specific vocation in one of the three options of Engineering Technology.

The Engineering Technology programs are accredited by the Kansas State Department of Vocational Education.

Architectural Technology Option

This two-year program provides the background information and teaches the skills for employment as an architectural technician. A student wishing to enter a college of architecture should follow the curriculum guide established by that specific college of architecture. This program allows a maximum of individual freedom in education development and an opportunity to establish basic competence in both the art and science of architecture technology.

FRESHMAN YEAR

First Semester	**16 Hrs**
Freshman Orientation	1
English Composition I	3
College Algebra	3
Design	3
Engineering Graphics I	3
Elective	3

Second Semester	**15 Hrs**
English Composition II	3
Plane Trigonometry	2
Engineering Graphics II	3
Surveying and Measurements	3
Speech	3
Physical Education	1

SOPHOMORE YEAR

First Semester	**14 Hrs**
Residential Drafting & Planning	3
Commercial Drafting	3
Computer Aided Drafting	3
General College Physics	5

Second Semester	**15-16 Hrs**
Architectural Detailing	3
Reinforced Concrete Design/Detailing	4
American Government	3
Independent Study-Architectural Technology	2-3
Major Electives	3

Selection of electives should be correlated with technology advisor. Recommended electives: Chemistry, Economics, Commercial Structure Drawing, Business, Computer Language.

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Civil Technology Option

A graduate of this course of study should acquire the basic skills to become a civil technician with training for occupations such as land surveying, construction engineering, building trades, highway development, water supply and treatment, and research and development.

FRESHMAN YEAR

First Semester	**16 Hrs**
Freshman Orientation	1
English Composition I	3
College Algebra	3
Engineering Graphics I	3
Computer Aided Drafting	3
Design	3

Second Semester	**15 Hrs**
English Composition II	3
Surveying and Measurements	3
Plane Trigonometry	2
U.S. History or American Government	3
Engineering Graphics II	3
Physical Education	1

SOPHOMORE YEAR

First Semester	**14 Hrs**
Civil Drafting	3
Soils and Foundations	3
General College Physics I *	5
Residential Drafting and Planning	3

Second Semester	**16-18 Hrs**
Reinforced Concrete Design	4
Structural Design	4
Civil Design	4
Speech	3
Independent Study-Engineering Technology	1-3

*Transfer students should take Engineering Physics I (PHS2055).

Recommended electives: Chemistry, Analytic Geometry and Calculus, Economics, Design, Manufacturing Processes, Technical Illustrations.

Drafting Technology Option

Graduates will develop the basic skills to become employed as a drafter in many technical occupations such as areas of Architecture, Industrial, Civil and Structural Drawing. Graduates may obtain jobs such as junior designers, drafters, machine designers and detailers, drafting technicans, tracers and drafting checkers.

FRESHMAN YEAR

First Semester	**15 Hrs**
Freshman Orientation	1
English Composition I	3
Residential Drafting/Planning	3
Engineering Graphics I	3
Basic Mathematics*	2
Material/Processes in Manufacturing	3

Second Semester	**18 Hrs**
English Composition II	3
Engineering Graphics II	3
Civil Drafting	3
Basic Mathematics II	3
Computer Aided Drafting	3
Blueprint Reading	3

SOPHOMORE YEAR

First Semester	**17 Hrs**
Machine Drawing	3
Architectural Detailing	3
Pictorial/Technical Illustrations	3
Physical Science	5
Elective	3

Second Semester	**15-17 Hrs**
Structural Design	4
Commerical Art	3
Fundamentals of Quality Control	3
Commercial Structure Drafting	3
Independent Study-	1-3
Physical Education	1

*Intermediate or College Algebra will satisfy math requirement.

Recommended electives: Reinforced Concrete Design and Detailing, College Algebra, Design.

VE-2, Section I
FY 1989 and 1990

COPY

APPLICATION CODE 8990-IIB-1.0

KANSAS STATE DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION SECTION
TWO-YEAR LOCAL APPLICATION FOR FUNDS, FY 1989 AND FY 1990
BASED ON THE THREE-YEAR VOCATIONAL EDUCATION PLAN FY 1989-1991

GENERAL INFORMATION

Institution/Agency Name Independence Community College	Institution/Agency No. Attendance Center No. J0812
Address (zip code) College Avenue and Brookside Drive Independence, Kansas 67301	Telephone Number (316) 331-4100

RECEIVED
MAR 1988
VOCATIONAL EDUCATION ADMIN
12 13 14 15 16 17 18 19 20

It is understood that this application may terminate should federal vocational education funds not become available. If unsatisfactory progress and documentation toward meeting the intended outcomes of the application is evident, the application becomes null and void and all funds must be returned.

Signature of Authorized Administrator	Title	Telephone No.	Date
Thomas R. Burke	President	(316) 331-4100	March 14, 1988

Name of Institution Contact (other than authorized administrator)	Title	Telephone No.	Date
Robert J. Romine	Dean of Instruction	(316) 331-4100	March 14, 1988

FOR STATE USE ONLY

APPROVED FUNDING CATEGORIES

☐ IIA-1.0 Handicapped
$______

☐ IIA-2.0 Disadvantaged
$______

☐ IIA-3.0 Single Parent
$______

☐ IIA-4.0 Sex Equity
$______

☐ IIA-4.1 Skill Trng for Women
$______

☐ IIA-5.0 Corrections
$______

☐ IIIA-6.0 Community-Based
$______

☑ IIB-1.0 Program Improvement
$ 10,265

☐ IIB-2.0 G & C (USD)
$______

☐ IIB-2.1 G & C (AVTS,CC)

☐ IIIB-3.0 C & H (USD)
$______

☐ IIIB-3.1 C & H (AVTS,CC)
$______

$ 10,265.00 Federal $ -0- State $ 10,265.00 Local

Signature of KSDE Authorized Representative

Date 10/6/88

Application Code	Institution/Agency Name	Institution/Agency No. Attendance Center No.
8990-IIB -1.0	Independence Community College	J0812

STATEMENT OF NEED FOR ASSISTANCE

Applications for assistance will be evaluated on the basis of content. Eligible recipients are encouraged to be concise and brief when responding to the following statements of need for assistance. Limit to space provided.

1. Vocational program(s) and/or support service area(s) to be served under this funding category are: (Example: Business Education, Consumer/Homemaking, Handicapped, etc.)

VOCATIONAL PROGRAM AREA - INDUSTRIAL TECHNOLOGY EDUCATION

DRAFTING TECHNOLOGY

2. Identify the population(s) to be served: be specific and include age/grade level, sex, racial/ethnic, number and percent of special populations to be served, disadvantaged, handicapped, single parent, etc.

The population to be served by this project includes all students enrolled in the vocational drafting technology program (see attachment entitled "Program Enrollees") and area businesses and industries with specific employee training needs related to the program including Hackney & Sons, Inc., Teledyne-Independence, Emerson Electric, ARCO Pipe Line Company and Funk Manufacturing.

The employment indicator for this program in Kansas is positive (Job Openings and Training in Kansas- Kansas Department of Human Resources). There are more job openings than training opportunities available. Likewise the national job outlook for this program is positive (Occupational Outlook Handbook, U.S. Department of Labor.)

United States - 345,000 employed in 1984
384,000 projected for 1995 (+11.3%)

Kansas - 2,670 employed in 1982
4,130 projected for 1990 (+54.7%)

JTPA SDA V - 250 employed in 1982
380 projected for 1990 (+52%)

Average Annual Job Openings - 295 - Kansas
- 30 - JTPA SDA V

Wage Ranges - To $15.86/hour nationally
- To $ 9.75/hour state

3. Describe expected vocational education program(s) and/or support service area(s) outcomes or improvements. Identify local strategies to be used to periodically measure progress and achievement of the objectives.

Drafters are increasingly using CAD Systems. Employment in this field is more and more based on CAD training. This proposal seeks to improve and expand the existing drafting technology program by adding a computer aided drafting component. The program currently fails to offer CAD competencies. Without such improvement and expansion, appropriate training will be increasingly difficult to deliver, and numbers of program enrollees and completers will continue to dwindle.

Local industries have requested CAD training for their employees and the institutional vocational advisory council has advised that we add CAD training to the program. This project will greatly improve the employability skills of those who participate in the program.

The outcomes will be measured in terms of higher program enrollment and in higher numbers of program completers. It will also be measured in terms of higher rates of successful placement, and in some cases, transfer. The needs of area businesses and industries will be better addressed by these improvements.

4. Describe the coordination with JTPA and Private Industry Council (a copy of the application must be available for review by the local Private Industry Council). Describe the process used to coordinate activities with JTPA and the PIC in your area, dates of meetings, etc.

This project has been discussed with the Department of Human Resources, JPTA Administrative Office for Service Delivery Area V. In-put from JTPA has been solicited and utilized in developing this project. A copy of the application has been made available to the Kansas Department of Human Resources, JTPA Administrative Service Delivery Area V and to the Private Industry Council for SDA V. Every effort will be made to coordinate this project with the efforts of JTPA and PIC, and to use this project to assist JPTA and PIC to meet the special training needs of Montgomery, Wilson, Elk, and Chautauqua counties. This project is designed to improve and expand vocational/occupational training opportunities leading to permanent private sector employment. A representative of the college will consult with JPTA for SDA V on a monthly basis during the operation of the project in order to ensure coordination of this project with JPTA. A representative of the college will meet with PIC for SDA V at its regular quarterly meetings beginning July 1, 1988, in order to ensure coordination of this project with PIC.

5. Sex Equity Plan - all institutions requesting funding under Carl Perkins must submit a copy of their local sex equity plan (a sample is included in this document).

SEE ATTACHMENT ENTITLED "SEX EQUITY PLAN"

PROPOSED CURRICULUM CHANGE
DRAFTING TECHNOLOGY PROGRAM

The current program in drafting technology includes the following courses:

Engineering Graphics I
Engineering Graphics II
Design
Computer-Aided Drafting
Civil Drafting
Residential Drafting and Planning
Blueprint Reading
Pictorial and Technical Illustrations
Machine Drawing

Current trends in drafting technologies in the region, state and nation indicate a need for drafting technology students to master computer aided drafting competencies.

Currently, the program has no operating computer aided drafting stations or equipment. The program offers one course in CAD which has not been offered due to the lack of appropriate equipment. The program inventory contains one outmoded inoperable CAD system which cannot be repaired. The change envisioned by this proposal would substitute Introduction to Computer Aided Drafting for the current course entitled Computer Aided Drafting. Other additional courses proposed include the following:

Computer Aided Drafting 2D
Computer Aided Drafting 3D
Computer Aided Drafting Applications
Graphic Communications for Interior Design
Computer Aided Drafting Lab

The addition of this component to the program will require the addition of equipment suitable to this component. This addition has been requested by area businesses and industries, and has been recommended by the institutional program advisory council.

PROGRAM ENROLLEES: DRAFTING TECHNOLOGY
SCHOOL YEAR: 1986-87

Age:

17 - 20	7
21 - 30	2
31 - 40	0
40+	0

Race:

White	9
Black	0
Hispanic	0
Asian	0
American Indian	0

Sex:

Male	9
Female	0

Special Needs:

Handicapped	0
Disadvantaged	1

INDEPENDENCE COMMUNITY COLLEGE
SERVICE AREA
SOCIOECONOMIC PROFILE

According to SRS calculations, 1,790 adults in the service area, or 3.25% of the total population of the service area is economically disadvantaged (Montgomery County-750; Wilson County-278; Elk County-150; Chautauqua County-612). One thousand six hundred fourteen of the residents of the service area of the college are unemployed (Montgomery County-1,087; Wilson County-287; Elk County-92; Chautauqua County-148). The rate of unemployment for the service area of the college as a whole is 6%, well above that for the state. Fully 3% of all of the unemployed in the state are within the service area of the college. Some 50% of full-time students attending the college are eligible for federal financial assistance. Ethnic minorities comprise 4,485 or 7.3% of the population of the college service area, with 4,048 or 6.6% in Montgomery County alone. One thousand seven hundred forty-four, or 11% of all families in the service area are families with a female head of household (Montgomery County-1,283; Wilson County-265; Elk County-79; Chautauqua County-117). Of those full-time students enrolled in vocational classes, 35% are eligible for federal financial assistance. The latest figures available indicate that 161 secondary students in the college service area dropped out of school (Montgomery County-118; Wilson County-29; Elk County-6; Chautauqua County-8). This number of drop-outs represents 24% of the total number of graduates and 1.5% of the total public school enrollment in the service area. Fifty-one percent or 18,685 of the service area population is comprised of females aged 16-64 (Montgomery County-12,749; Wilson County-3,477; Elk County-1,076; Chautauqua County-1,383); while the remaining 49% or 17,676 is comprised of males aged 16-64 (Montgomery County-12,016; Wilson County-3,279; Elk County-1,028; Chautauqua County-1,353). The median age of the service area population is 39.2 - 41.9 for females and 36.5 for males. Twenty-one percent or 14,071 of the service area population is aged 65 or older (Montgomery County-18.1% or 8,586; Wilson County-19.9% or 2,652; Elk County-28.9% or 1,257; Chautauqua County-27.1% or 1,576).

FY 1989-1990

Institution/Agency Name	Institution/Agency No.
INDEPENDENCE COMMUNITY COLLEGE	J0812

LOCAL PLAN OF ACTION 1988-1989

OBJECTIVES (List the objectives to be accomplished)	ACTIVITIES/ACTION (Describe the action or activities to be implemented to complete each objective)	TIMELINES (Indicate proposed timelines for beginning and completing each activity, as applicable)	Federal Funds Requested	Local Match	Total Cost
1. Add to the curriculum of the Drafting Technology Program a computer aided drafting component	1a. Revise the content of the current course entitlted Computer Aided Drafting and change the title to Introduction to Computer Aided Drafting	Submit approval request to KSDE - June 1, 1988 Implement - August 18, 1988			
	1b. Add to the curriculum the following courses: Computer Aided Drafting-2D Computer Aided Drafting-3D Computer Aided Drafting Applications Graphics Communications Computer Aided Drafting Lab	Submit approval request to KSDE - June 1, 1989 Implement - August 18, 1989			

Use additional sheets if necessary.

VE-2, Section III
FY 1989 and 1990

FY 1989-1990

Institution/Agency Name	Institution/Agency No.
INDEPENDENCE COMMUNITY COLLEGE	J0812

LOCAL PLAN OF ACTION

1988-1989

OBJECTIVES (List the objectives to be accomplished)	ACTIVITIES/ACTION (Describe the action or activities to be implemented to complete each objective)	TIMELINES (Indicate proposed timelines for beginning and completing each activity, as applicable)	Federal Funds Requested	Local Match	Total Cost
2. Improve and expand the equipment necessary to add a computer aided drafting component to the drafting technology program.	2a. Purchase six IBM PC AT's; with disc drive, color monitor, and digitalized tablet	three by August 18, 1988 three by August 17, 1989	9,000	9,000	18,000
	2b. Purchase four printers compatible with the IBM PC AT for drafting functions	two by August 18, 1988 two by August 17, 1989	1,000	1,000	2,000
	2c. Purchase appropirate software including:				
	Auto Cad	August 18, 1988	1,000	1,000	2,000
	Computer Visions Personal Designer	August 18, 1988	750	750	1,500
	Mega Cad	August 18, 1988	1,000	1,000	2,000
	Auto Shade	August 17, 1989			
	PC Paint	August 17, 1989			
	Kenetic Graphics System	August 17, 1989			

Use additional sheets if necessary.

VE-2, Section III
FY 1989 and 1990

FY 1989-1990

Institution/Agency Name	Institution/Agency No.
INDEPENDENCE COMMUNITY COLLEGE	J0812

LOCAL PLAN OF ACTION 1988-1989

OBJECTIVES (List the objectives to be accomplished)	ACTIVITIES/ACTION (Describe the action or activities to be implemented to complete each objective)	TIMELINES (Indicate proposed timelines for beginning and completing each activity, as applicable)	Federal Funds Requested	Local Match	Total Cost
2. Continued	2d. Purchase four Depco VersaCAD AT Systems with VersaCAD design 20/30 terminal	August 18, 1988	2,022	2,022	4,044
	2e. Purhcase VersaCAD software and symbol library	August 18, 1988	1,000	1,000	2,000
	2f. Purchase two hard copy units	August 18, 1988	1,433	1,433	2,866
	2g. Purchase one plotter/printer	August 18, 1988	2,000	2,000	4,000

Use additional sheets if necessary.

REND LAKE COLLEGE

R. R. 1
Ina, Illinois 62846

(618) 437-5321
or
Toll-Free 1-800-642-7776

REND LAKE COLLEGE

ESTABLISHED 1967
(Originally founded in 1955 as Mt. Vernon Community College)

Accreditation:
North Central Association of Colleges and Secondary Schools

Approval:
Illinois Community College Board
Illinois Board of Higher Education
Illinois Approval Agency for Training of Veterans and War Orphans
Illinois Department of Registration and Education

Listing:
Part III (Higher Education) of the Educational Directory,
Published by the U.S. Department of Health, Education and Welfare.

**Published by the Board of Trustees
Community College District No. 521
February, 1988**

Rend Lake College reserves the right to make any changes in policies, regulations, fees and/or calendar of events when deemed necessary in the best interest of the college. Courses and faculty also are subject to change through normal academic channels. The individual student will be held responsible for the observance of all regulations and information contained within the college catalog.

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ARCHITECTURAL TECHNOLOGY

Associate in Applied Science Degree

CONTACT: CHAIRPERSON AUTOMOTIVE, ARCHITECTURAL
& AGRICULTURAL DEPT.

This two-year program leads to an Associate in Applied Science Degree for those interested in preparing for a career as a technician in the broad framework of architecture. This program is directed toward the attainment of skills that would qualify the student for several specialties. Entry into the profession may be at a rather elementary level; however, with experience, the competent and motivated person can rise to responsible levels and may be concerned with special duties.

First Semester			**Cr.Hrs.**
ARCH 1201	—	Architectural Materials and Methods I	5
ARCH 2203	—	Site Surveying	4
ENGG 1101	—	Engineering Graphics	4
PHSC 1101	—	Physical Science	5
			18

Second Semester			**Cr. Hrs.**
ARCH 1202	—	Architectural Materials and Methods II	5
ARCH 1204	—	Construction Documents	4
ARCH 2204	—	Construction Materials Estimating	3
		Mathematics	4
			16

Third Semester			**Cr. Hrs.**
ARCH 2202	—	Architectural Project	5
ENGL 1101	—	Rhetoric and Composition I[1]	3
HEA 1101	—	Health Education	2
POLI 2101	—	American Government	3
		Elective	4
			17

Fourth Semester			**Cr.Hrs.**
ARCH 2205	—	Mechanical and Electrical Systems	4
ARCH 2208	—	Site and Map Drafting	4
ARCH 2209	—	Mechanical and Electrical Equipment Layout	4
BUSI 1200	—	Job Strategy	1
			13

Recommended Electives			**Cr. Hrs.**
ARCH 2210	—	Architectural Internship	3
ART 1101	—	Art Appreciation	3
CAD 1203	—	Computer-Aided Drafting Applications - Architectural	2
CAD 1204	—	Computer-Aided Drafting Applications - Mechanical	2
CAD 1205	—	Computer-Aided Drafting Applications - Civil	2
ENGL 1102	—	Rhetoric and Composition II	3
MATH 1109	—	Plane Trigonometry	3
MUSI 1100	—	Music Appreciation	3
PHY 1101	—	College Physics	5
PHY 1102	—	College Physics	5
SOCI 1101	—	Introduction to Sociology	3
SPCH 1101	—	Principles of Effective Speaking	3
		Elective — Humanities	4

[1] Prerequisite course(s) may be required based on results of the student's ASSET or ACT scores.

ARCHITECTURAL TECHNOLOGY

Certificate Program

			Cr. Hrs.
ARCH 1201	—	Architectural Materials and Methods I	5
ARCH 1202	—	Architectural Materials and Methods II	5
ARCH 1203	—	Drawing Fundamentals	4
ARCH 1204	—	Construction Documents	4
ARCH 2202	—	Architectural Project	5
ARCH 2204	—	Construction Materials Estimating	3
ARCH 2208	—	Site and Map Drafting	4
			30

CONT

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First Semester
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AUTO 1203
HEA 1102

Second Semes
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AUTO 1210
AUTO 2203
AUTO 2204
MATH 1201

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AUTO 2202
AUTO 2208
PSYC 2201

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AUTO 2206
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IOWA WESTERN COMMUNITY COLLEGE

FOUNDED 1966
MERGED AREA XIII

GENERAL CATALOG
1983-1984

Civil Engineering Technology (Council Bluffs)

Civil Engineering Technology is a six quarter program with joint emphasis on construction and highways. The curriculum will provide the student with a solid background in many basic civil engineering skills.

Possible areas of employment for graduates of this program are: surveyor, draftsman, junior designer, lab technician, construction inspector, construction estimator, and assistant construction supervisor. A graduate of this program is awarded an Associate Degree in Applied Science.

First Quarter

Courses		Lec	Lab	Cr.
280 601	Civil Engineering Seminar I	1	0	1
280 603	Computational Techniques	1	3	2
280 609	Construction Materials	2	0	2
280 621	Civil Engineering Surveying I	3	3	4
280 631	Civil Engineering Math I	5	0	5
200 093	Technical Drafting I	1	6	3
— —	General Elective	3	0	3
				20

Fourth Quarter

Courses		Lec	Lab	Cr.
280 623	Civil Engineering		6	4
	Surveying III	2	0	3
280 636	Construction Specifications	3	3	4
280 637	Soils and Foundations	3	0	4
280 638	Strength of Materials	4	0	1
280 651	Highway Plan Reading I	1	0	3
— —	General Elective	3	0	3
— —	General Elective	3		22

Second Quarter

Courses		Lec	Lab	Cr.
280 611	Civil Engineering			5
	Physics I	5	0	3
221 355	Basic I	3	0	3
280 615	Architectural Drafting	1	6	5
280 632	Civil Engineering Math II	5	0	3
— —	General Elective	3	0	3
— —	General Elective	3	0	22

Fifth Quarter

Courses		Lec	Lab	Cr.
280:641	Civil Engineering Problems I	2	0	2
280:644	ConcreteandAsphaltDesign	2	3	3
280:645	Construction Estimating	1	3	2
280:646	Fluid Mechanics	3	0	3
280:647	Highway Design	2	3	3
280:648	Structural Steel Design	4	0	4
280:649	Construction Management	2	3	3
280:652	Highway Plan Reading II	1	0	1
				21

Third Quarter

Courses		Lec	Lab	Cr.
280:612	Civil Engineering Physics II	5	0	5
280:622	Civil Engineering Surveying II	2	6	4
280:624	Structural and Building Drafting	1	6	3
280:625	Statics	4	0	4
280:633	Civil Engineering Math III	5	0	5
				21

Sixth Quarter

Courses		Lec	Lab	Cr.
280:602	Civil Engineering Seminar II	1	0	1
280:642	Civil Engineering Problems II	1	6	3
280:653	Highway Plan Reading III	2	0	2
280:654	Water Supply and Sewerage	3	0	3
280:655	Reinforced Concrete Design	3	0	3
280:656	Civil Engineering Research	1	3	2
—:—	General Elective	3	0	3
				17

Two of the general electives must be English Composition or Technical Communications.

BEST COPY AVAILABLE

064:117 General Chemistry III 5
A continuation of General Chemistry II. The laboratory work emphasizes qualitative analyses and includes the more common negative and positive ions. (3/4)
Prerequisite: General Chemistry II

064:215 Organic Chemistry I 5
Structure, properties and reactions of the principal aliphatic and aromatic compounds, emphasizing reaction mechanisms. Resonance theory and an introduction to laboratory processes and instrumentation is included. (3/4)
Prerequisite: General Chemistry III

064:216 Organic Chemistry II 5
A continuation of Organic Chemistry I to include the study of the principle organic functional group compounds. Laboratory work include synthesis and identification of representative compounds. (3/4)
Prerequisite: Organic Chemistry I

064:217 Organic Chemistry III 5
A continuation of Organic Chemistry II to include an introduction to molecular orbital theory and biochemistry. Laboratory work will include a multi step synthesis. (3/4)
Prerequisite: Organic Chemistry II

CHILD DEVELOPMENT

141:335 Development and Methods 14
A course designed to teach the basic skills of working as an assistant to a professional. Included in this course will be the study of human growth and development, basic nutrition, methods of working with children, introduction to exceptional children and the development of skills in observation. (9/15)

141:336 Child Development I 5
This course provides the student with classroom opportunity to understand the basic competencies needed for working with young children (1) providing a safe and healthy environment (2) building a healthy self concept in children (3) advancing physical cognitive, language and creative abilities of young children. (3/6)

141:337 Child Development II 5
Child Development II provides the student with study and understanding of competence of the aide in (1) promoting group management and social skills (2) working with parents (3) staff and program development for child care workers. (3/6)

141:338 Work Experience in Child Development I 8
Students will participate under qualified supervision in a day care or preschool environment. Work experience will be both on campus and in community facilities - on a rotating basis. Students will meet with the campus instructor as well as on site supervisor for preparation and follow up. (3/15)

141:339 Work Experience in Child Development II 8
Students will participate with leadership responsibility under qualified supervision in a day care or preschool environment, both on campus and in a community facility. Students will meet with the campus instructor as well as the on site supervisor for preparation and follow up. (3/15)

CIVIL ENGINEERING TECHNOLOGY

280:601 Civil Engineering Seminar I 1
Orientation class — Statement of the goals of the civil engineering technology program, curriculum explanation, study skills, guest speakers, and discussion of student goals. (1/0)

280:602 Civil Engineering Seminar II 1
Review of student goals and accomplishments, guest speakers, leadership training and employer discussions of employment opportunities. (1/0)

280:603 Computational Techniques 2
The various techniques of making engineering computations are presented to the students. Use of calculators, programmable calculators, and plotters. Use of scientific, mathematical, and engineering tables are also presented. (1/3)

280:609 Construction Materials 2
A study of construction materials, past, present, and future. The properties, selection and application of construction materials. (2/0)

280:611 Civil Engineering Physics I 5
An investigation into the mechanics of physics. Students will be introduced to: vectors, Newton's laws, accelerated motion, rotational equilibrium, work and energy, impulse and momentum, circular motion, and projectile motion. (5/0)

280:612 Civil Engineering Physics II 5
A continuation of Civil Engineering Physics I. An introduction to the study of heat, light, sound, electricity, and magnetism. (5/0)

280:615 Architectural Drafting 3
The student will continue to develop previously learned skills and will be introduced to the particulars of architectural drafting. Subjects covered include: preliminary sketches, working drawings, standard details, symbols, specifications, and notes. (1/6)

280:621 Civil Engineering Surveying I 4
Course in the fundamentals of surveying — use of surveying instruments and equipment, surveying computations, measurement of distance and angles, determining differences in elevation, note keeping traverse, and surveys. (3/3)

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280:622 Civil Engineering Surveying II 4
A continuation of Civil Engineering Surveying I, triangulation, U S Public Land Surveys, stadia surveying, topographic mapping, circular parabolic and spiral curves, and computer and calculator computations (2/6)

280:623 Civil Engineering Surveying III 4
A continuation of Civil Engineering Surveying II Introduction to specific types of surveys such as route surveys, land surveys, and construction surveys Topics will include astronomical surveys, cross-sections, earthwork, slope stakes, and grade stakes, subdivision and resurvey of public lands, and site surveying (2/6)

280:624 Structural and Building Drafting 3
The student will continue to develop previously learned skills and will be introduced to structural drafting Topics of discussion include: structural materials and shapes, conventions, fasteners, connections, fabrication and building materials. This course will also include instruction in building construction detailing residential, commercial, and industrial. (1/6)

280:625 Statics 4
Equilibrium of force systems, analysis of simple frames and trusses, friction, centroids, moment of inertia. (4/0)

280:631 Civil Engineering Math I 5
A course of basic geometry and algebraic manipulation as applied to solving engineering problems. An introduction to trigonometry is also included in this course. (5/0)

280:632 Civil Engineering Math II 5
A continuation of Civil Engineering Math I. The main content of this course is advanced algebra and trigonometry. (5/0)

280:633 Civil Engineering Math III 5
A continuation of Civil Engineering Math II. Additional study in advanced algebra and an introduction to calculus. (5/0)

280:636 Construction Specifications 3
Interpreting and writing specifications for engineering projects. Preliminary studies, bidding documents, award of contracts, references and source materials, assembly of specification agreements and contracts, trade sections, and specifications for governmental agencies. (3/0)

280:637 Soils and Foundations 4
A study of the origin, structure, identification, and engineering classification of soils, moisture-density relationships, compressive and shearing strength of soil, bearing capacity of soils, laboratory testing techniques, laboratory reports, and equipment familiarization. (3/3)

280:638 Strength of Materials 4
Elastic bodies, stresses and strains, axial loads, torsion, beam stresses, beam deflections, combined stresses, columns, and connections (4/0)

280:641 Civil Engineering Problems I 2
This is a student project course. The students, as a group, will select a campus improvement project and carry out the project to final design. (2/0)

280:642 Civil Engineering Problems II 3
A continuation of Civil Engineering Problems I The students will finalize the design of the campus improvement project and carry out the project to final construction. Students will be required to provide all services for the completion of the project (surveying, materials, supplier selection, contractors duties, and inspection) (1/6)

280:644 Concrete and Asphalt Design 3
The design and control of portland cement concrete, asphaltic concrete, and bituminous materials. Laboratory testing techniques and equipment familiarization are also presented to the student. (2/3)

280:645 Construction Estimating 2
An in-depth study of estimating. Techniques, methods, and accounting practices of this important construction aspect are stressed. (1/3)

280:646 Fluid Mechanics 3
A study of basic fluid properties, fluid statics, steady flow in closed conduits and open channels, fluid measurement, and control. (3/0)

280:647 Highway Design 3
All aspects of contemporary highway design are considered in this course. The student will carry out a highway design from conception to ready for construction. Included are route location, surveying, environmental considerations, earthwork, drainage, and construction staking. The principles of photogrammetry will also be discussed. (2/3)

280:648 Structural Steel Design 4
A basic course in structural steel detailing and design, including detailing and fabricating structural steel; properties of structural steel; bolted, riveted, and welded connections; framed and seated connections. (4/0)

280:649 Construction Management 3
An investigation into the total construction operation. Relationships between field-office, owner-architect, sub-contractor supplier. Estimating and bidding scheduling (CPM), contracts, bonds, and insurance. Types, selection, owning, and operating costs of construction equipment. (2/3)

280:651 Highway Plan Reading I 1
The student will learn to read and prepare a basic set of highway plans. (1/0)

280:652 Highway Plan Reading II 1
An extension of Highway Plan Reading I. The principles of basic highway inspection are presented to the student. (1/0)

280:653 Highway Plan Reading III 2
An extension of Highway Plan Reading I and II. The particulars of bridge culvert plan reading and structural inspection are emphasized in this course. (2/0)

280:654 Water Supply and Sewerage 3
A study into the collection, treatment, and distribution of water. Also includes the collection and treatment of sewage. (3/0)

280:655 Reinforced Concrete Design 3
Design of floor slabs, columns, footings, retaining walls, and highway bridges. (3/0)

280:656 Civil Engineering Research 2
The student is required to select an approved technical research topic, and carry out necessary research to present an engineering report paper. (1/3)

COMPUTER PROGRAMMER

221:351 Computer Fundamentals 3
This course explores the general concepts of data processing, equipment configuration, computer internals and flowcharting. The student will learn problem analysis, programming, equipment operation, and other techniques by programming a series of problems in the beginners' all purpose symbolic instruction code (Basic). (3/0)

221:353 Computer Operations 4
The operation of the computer system will be central to this course. The components of a data processing system will be discussed. An overview of the unit record system, basic operational concepts, and the uses of unit record equipment as related to computer systems will be presented. Through a hands-on approach, students will learn to operate the keypunch, unit record equipment, and the computer systems. (3/3)

221:355 Basic I 3
This is an introduction to programming in Basic. The usage and operation of terminals are learned by the student while programming in the beginners' all purpose symbolic instruction code. The syntax of the language is stressed. Comparing, branching, looping and arrays are introduced as a student programs a modular set of problems. (3/0)

221:356 Basic II 3
The student will learn the Basic/VM Language by writing and executing a modular set of programs. The basic language compiler, command processor, and statement editor will be stressed. Advanced file handling will be an integral part of the course. (3/0)
Prerequisite: Basic I or Computer Fundamentals.

221:359 Programming Logic 3
The student will learn the basic concepts of flowcharting techniques. Program analysis will be introduced. The student will analyze and flowchart a modular set of programs. (3/0)

221:360 Computer Internals 3
This course familiarizes the student with the general concepts of all computers and with the architecture of the IBM system. Numbering systems, decision tables, and programming fundamentals will be stressed. Internal data representation and manipulation will be presented. (3/0)

221:361 Assembler Language I 4
An introduction to the fundamentals of assembler language programming. Students will write and execute a modular set of problems. This course utilizes a problem centered approach, and assembler language principles are introduced as needed in solving problems. (3/3)
Prerequisite: Computer Internals.

221:362 Assembler Language II 5
This is a continuation of assembler language. Utilizing problem centered approach, additional instructions and techniques are introduced. (4/3)
Prerequisite: Assembler Language I.

221:363 Assembler Language III 5
This course is a continuation of Assembler Language. Advanced programming problems will be introduced. Students will complete problems using advanced programming techniques. Students are introduced to DSECTS and I/O register usage. (4/3)
Prerequisite: Assembler Language II.

221:364 Assembler Language IV 5
This course will provide the student with techniques for tape and disc programming. Practical applications using sequential and index sequential files will be presented. (4/3)
Prerequisite: Assembler Language III.

221:371 COBOL I 4
The student will learn the COBOL programming language by writing and executing a modular set of problems. This course utilizes a problem centered approach, and COBOL principles are introduced as needed in solving problems. (3/3)
Prerequisite: Assembler Language II or instructor consent.

221:372 COBOL II 4
This is a continuation of Common Business Oriented Language I. Students are introduced to tape and disk programming. (3/3)
Prerequisite: COBOL I.

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TECHNOLOGY MINORS

The Technology minor consists of a minimum of 24 semester hours in one technical area. A list of courses used to meet this requirement is available through the Department of Engineering Technology office and must be approved by the student's advisor.

Minors are available in the following technical areas: Construction Technology, Electronics Technology, Manufacturing Technology, Mechanical Design/Drafting Technology, Plastics Technology, and Construction Management.

CHANGES IN REQUIREMENTS

Baccalaureate degree curriculums offered by the Department of Engineering Technology are periodically revised and updated. Such revisions will be communicated by the department to currently enrolled students majoring in its programs. Each student is required to graduate under the most recent curriculum in effect at the time of that student's graduation unless those revisions would extend the student's graduation date. Requests for exceptions to such curriculum revisions should be filed in writing with the Department Chairperson.

FOUR-YEAR BACHELOR OF SCIENCE IN ENGINEERING TECHNOLOGY CURRICULA

Construction Engineering Technology

Degree Requirements for Bachelor of Science in Engineering Technology.

GENERAL EDUCATION *

Basic Skills	*Hours*
ENGL 101 English Composition	3
ENGL 102 or 103 English Composition	3
COMM 207 Speech Communications	3
MATH 113 College Algebra	3
Humanities	
6 semester hours, 3 hours each from 2 of the 4 areas of art, music, theatre; foreign language; history & philosophy; literature. See page 38 for specific courses.	6
Social & Behavioral Science	
3 semester hours, from one of the 5 areas of sociology; political science; geography; psychology; women's studies. See page 38 for specific courses.	3
Natural & Physical Science	
PHYS 100 College Physics I OR	
PHYS 104 Engineering Physics I	4
PHYS 130 Elem. Physics Lab. I	1
Producing & Consuming	
CSIS 225 [redacted]	3
ECON 200 Economics	3
Lifetime Fitness	
HPER 150 Lifetime Fitness Concepts	1
	33

MAJOR REQUIREMENTS

Technical Science	*Hours*
ETECH 220 [redacted]	3
ETECH 423 [redacted]	3

Technical Specialties	
ETECH [redacted]	3
ETECH [redacted]	3
ETECH [redacted]	3
ETECH [redacted]	5
ETECH 331 Electrical Systems	3
ETECH 332 Residential Design	3
ETECH [redacted]	3
ETECH Approved Elective	3
ETECH 536 Str. Design-Wood	4
ETECH 537 Construction Surveying	3
ETECH 631 Construction Costs & Estimating	3
ETECH 632 Str. Design-Steel	4
ETECH 633 Str. Design-Concrete	4
ETECH 634 Construction Management	3
ETECH 635 Construction Contracts and Specs	3
ETECH 638 Foundation & Soil Mechanics	3
ETECH 639 Construction Equipment	3
ETECH 691 Project Design	3
	65

Support Courses	
PHYS 101 College Physics II OR	
PHYS 105 Engr. Physics II	4
PHYS 131 Elem. Physics Lab II	1
CHEM 105, 106 Intro. Chemistry OR	
CHEM 125, 126 Gen. Chemistry	4-5
MATH 122 Plane Trigonometry	3
MATH 150 Calculus I	5
MATH 243 Elementary Statistics	3
ENGL 301 Technical Writing	3
ACCTG 201 Financial Acctg	3
	26-27
TOTAL	124-125

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33
16

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* In order to meet the requirements of the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, partial waivers for the PSU General Education Requirements have been allowed.

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FOUR-YEAR BACHELOR OF SCIENCE IN ENGINEERING TECHNOLOGY CURRICULA

Plastics Engineering Technology

Degree Requirements for Bachelor of Science in Engineering Technology.

GENERAL EDUCATION *

Basic Skills	*Hours*
ENGL 101 English Composition	3
ENGL 102 or 103 English Composition	3
COMM 207 Speech Communication	3
MATH (See Support Option)	
Humanities	
6 semester hours, 3 hours each from 2 of the 4 areas of art, music, theatre; foreign language; history & philosophy; literature. See page 38 for specific courses.	6
Social and Behavioral Science	
3 semester hours from one of the 5 areas of sociology; political science; geography; psychology; women's studies. See page 38 for specific courses.	3
Natural and Physical Science	
PHYS 100, 130 College Physics	5
Producing and Consuming	
CSIS 225 Comp. Appl. for Sci/Tech	3
ECON 200 Economics	3
Lifetime Fitness	
HPER 150 Lifetime Fitness Concepts	1
	30

MAJOR REQUIREMENTS

Technical Science *	*Hours*
ETECH 121 Engineering Graphics I	3
ETECH 122 Engineering Graphics II	3
IAT 249 Fund. of Elect/Electronics	3
ETECH 524 Fluid Mechanics	3
ETECH 525 Fluid Mechanics Lab	2
	14
Technical Specialties	
ETECH 180 General Plastics Lab	1
ETECH 185 General Plastics	3
ETECH 380 Thermoplastic Processing Lab	1
ETECH 381 Thermoset Processing Lab	1
ETECH 383 Thermoset Resins Lab	1
ETECH 385 Thermoplastic Processing	3
ETECH 386 Thermoset Processing	3
ETECH 387 Thermoplastic Resins	3
ETECH 388 Thermoset Resins	3
ETECH 389 Thermoplastic Resins Lab	1
ETECH 481 Plastics Testing Technology	3
ETECH 585 Mold Design	3
ETECH 586 Plastic Production Problems	3
ETECH 684 Plastic Part Design	3
ETECH 687 Advanced Plastics Lab	3
	35
Support Option **	
(Manufacturing or Design—Student will choose one)	45
Option I—Manufacturing	
IAT 161 Basic Metals Processing	3
ETECH 296 Materials in Industry	3
TED 593 Intro to Ind. Safety	3
ETECH 600 Quality Control	3
CHEM 105, 106 Intro Chemistry	4
CHEM 165, 166 Chemistry	5
CHEM 620, 621 Polymer Chemistry	5
MATH 122 Plane Trigonometry	3
MATH 113 College Algebra	3
MATH 150 Calculus I	5
MATH 243 Elementary Statistics	3
ENGL 301 Technical Writing	3
Approved Technical Electives	2
Option II—Design	
ETECH 220 Statics	3
ETECH 226 Computer Aided Drafting	3
ETECH 423 Mechanics of Materials	3
CHEM 125, 126 General Chemistry & Lab	5
CHEM 165, 166 Chemistry	5
CHEM 620, 621 Polymer Chemistry	5
MATH 150 Calculus I	5
MATH 155 Calculus II	5
MATH 212 Matrix Algebra	2
MATH 253 Calculus III	3
MATH 553 Differential Equations	3
ENGL 301 Technical Writing	3
TOTAL	124

* In order to meet the accreditation requirements of the Technology Accreditation Commission of the Accreditation Board for Engineering Technology, partial waivers from the PSU General Education Requirements have been allowed.

** Student must declare either Manufacturing or Design Emphasis and follow emphasis sequence.

FOUR-YEAR BACHELOR OF SCIENCE IN TECHNOLOGY CURRICULUM

This curriculum leads to a Bachelor of Science in Technology degree and is designed to prepare individuals for employment in industry. Graduates find employment in administrative or supervisory positions in industrial organizations and assume responsibilities in areas of product development, manufacturing, sales and service, and training. They have the practical skills, technical knowledge, and organizational competence required of mid-level management personnel.

Construction Management

Degree Requirements for Bachelor of Science in Technology

GENERAL EDUCATION *

Basic Skills	*Hours*
ENGL 101 English Composition	3
ENGL 102 or 103 English Composition	3
COMM 207 Speech Communication	3
MATH 113 College Algebra	3
Humanities *	
Elect 9 semester hours, 3 hours each from 3 of the 4 areas of Art, Music, Theater; Foreign Language; History and Philosophy, Literature.	9
Social and Behavioral Sciences *	
PSYCH 155 General Psychology	3
Elect 6 semester hours, 3 hours each from 2 of the 4 areas of Sociology, Political Science, Geography, Women's Studies	6
Natural and Physical Sciences *	
Elect 6 semester hours, 3 hours of biological science and 3 hours from chemistry or physics	6
Producing and Consuming *	
CSIS 121 Introduction to Computing OR	
CSIS 225 Computer Appl. for Sci/Tech	3
ECON 200 Economics	3
Lifetime Fitness	
HPER 150 Lifetime Fitness Concepts	1
	43

*For specific courses see General Education Courses, page 38

Technical Courses	*Hours*
ETECH 133 Construction Graphics	3
ETECH 234 Construction Materials	3
ETECH 235 Construction Methods	3
ETECH 330 Mechanical Systems	5
ETECH 331 Electrical Systems	3
ETECH 332 Residential Design and Layout	3
ETECH 333 Applied Statics & Strength of Materials	5
ETECH 432 Building Design	3
ETECH 433 Structural Design Wood, Stl. Conc	5
ETECH 532 Rigging and Blasting	3
ETECH 537 Construction Surveying	3
ETECH 631 Construction Costs & Estimating	3
ETECH 634 Construction Management	3
ETECH 635 Construction Contracts & Specifications	3
ETECH 638 Foundations and Soil Mechanics	3
ETECH 639 Construction Equipment	3
ETECH 691 Project Design	3
TED 696 Construction Safety	3
	60

Support Courses	
ACCTG 201 Financial Accounting	3
ENGL 301 Technical Writing	3
BUS 222 Law I OR	
BUS 327 Org. Theory & Behavior	3
MATH 122 Plane Trigonometry	3
School of Business electives	6
Mathematics or Science elective	3
	21
TOTAL	124

TWO-YEAR CERTIFICATE PROGRAM

Drafting Technology

An innovative program that combines graphics courses with manufacturing courses to prepare individuals to perform a wide variety of drafting assignments. Instruction prepares individuals to work as assistants to engineers and advance to positions compatible with their capabilities and motivations. Both manual and computer aided drafting skills are emphasized in courses which use the computer as the tool it has become in today's high technology marketplace. Manufacturing courses are introduced to expose the student to industrial methods and technologies. The program develops skills and the knowledge necessary to engage in the preparation of complete sets of working drawings for all phases of engineering.

TEC Drafting Technology

Technical Courses	*Hours*
► ETECH 121 Engineering Graphics I	3
► ETECH 122 Engineering Graphics II	3
ETECH 123 Drafting Laboratory	6
IAT 161 [redacted]	3
ETECH 222 Special Topics in Drafting	3
ETECH 226 Computer Aided Drafting	3
ETECH 323 [redacted]	3
ETECH 327 [redacted]	3
ETECH 363 [redacted]	3
ETECH 521 [redacted]	3
ETECH 528 [redacted]	3

Support Courses	
MATH 113 College Algebra	3
MATH 122 Plane Trigonometry	3
Approved Electives	21
TOTAL	63

Approved Electives	
ENGL 101 English Composition	3
ETECH 133 [redacted]	3
ETECH 162 [redacted]	3
ETECH 180-185 General Plastics and Lab	4
IAT 181 [redacted]	3
CSIS 225 [redacted]	3
ETECH 263 [redacted]	3
ETECH 296 [redacted]	3
ETECH 463 [redacted]	3
IAT 560 Pattern Making and Foundry	3
IAT 562 Advanced Metals Processing	3
ETECH 564 Heat Treatment & Metallurgy I	3
ETECH 661 Numerical Control in Manufacturing I	3
ETECH 662 Numerical Control in Manufacturing II	3
ETECH 795 Special Topics in Technology ( )	3

CONSTRUCTION ENGINEERING TECHNOLOGY

ETECH 133. Construction Graphics. 3 hours. (1 hour lecture, 4 hours lab) Graphic representation as used in the construction industry including blueprint reading, structural drafting, mechanical and electrical systems diagrams. 3-32-133-1-0925.

ETECH 234. Construction Materials. 3 hours. Raw materials, manufacture, properties, characteristics, selection, specification, and installation of construction materials and products. 3-32-234-0-0925.

ETECH 235. Construction Methods. 3 hours. Traditional and modern methods and procedures of construction using equipment, tools and labor in organizing the construction processes for civil, residential, commercial and industrial projects. 3-32-235-0-0925.

ETECH 330. Mechanical Systems. 5 hours. Design, installation and operation of materials and equipment in HVAC (heating, ventilating, air conditioning) and plumbing (sanitary sewer, domestic water) systems in residential and commercial construction. Includes design projects, computer aided design, blueprint reading and estimating. 3-32-330-0-0925.

ETECH 331. Electrical Systems. 3 hours. Design, installation and operation of materials and equipment in electrical power and lighting systems in residential and commercial construction. Includes design projects, blueprint reading and estimating. 3-32-331-0-0925.

ETECH 332. Residential Design. 3 hours (1 hour lecture, 4 hours lab). Space utilization, circulation, structural design, energy efficient design, building costs, architect-owner-contractor relationship, exterior design, electrical/mechanical considerations and techniques for preparing architectural residential drawings. Computer aided drafting may be used. Prerequisite: ETECH 133 Construction Graphics. 3-32-332-1-0925.

ETECH 333. Applied Statics and Strengths of Materials. 5 hours. Forces, couples, equilibrium, centroids, moments of inertia, friction, stress, strain, geometric properties, beams, columns, shafts and elementary stress analysis. Includes computer applications and laboratory experiences. Not open to Engineering Technology majors. Prerequisites: MATH 113 College Algebra and MATH 122 Plane Trigonometry. 3-32-333-0-9101.

ETECH 432. Building Design. 3 hours. (1 hour lecture, 4 hours lab). Site layout and commercial building design according to codes, zoning ordinances, standards, and other governing agency guidelines. Efficient use of space and circulation. Design of building structural systems. Computer aided drafting may be used. Prerequisite: ETECH 332 Residential Design. 3-32-432-1-0925.

ETECH 433. Structural Design—Steel, Concrete, Wood. 5 hours. Study of design of beams, girders, columns, trusses, bracing, footing, piling, drilled piers, retaining walls. Includes computer applications and lab experiences. Not open to Engineering Technology majors. Prerequisite: ETECH 333 Applied Statics and Strengths of Materials. 3-32-433-0-9101.

ETECH 532. Rigging and Blasting. 3 hours. Basic rigging procedures including equipment, hardware, rigging procedures, and precautions, types of explosives firing methods and techniques, applications, equipment and practices. 3-32-532-0-0925.

ETECH 536. Structural Design—Wood. 4 hours. (3 hours lecture, 2 hours lab). Analysis and design of wood structural members, connectors, reoriented and reconstituted wood. Written lab reports and computer applications. Prerequisite: ETECH 423 Mechanics of Materials. May be taken for honors. 3-32-536-1-0925.

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APPENDIX VI

Criterion VII

A Employment Application - Jack I. Thompson
B. Independence Community College Faculty Evaluation Form
B. Independence Community College Self Evaluation Form
B. Independence Community College Student Evaluation Form

EMPLOYMENT APPLICATION

Position: DIRECTOR OF ENGINEERING TECHNOLOGY

Date of Filing Application 5-12-84

Name THOMPSON (Last) JACK (First) IRVIN (Middle)

Present Address 500 S. 9th INDEP. KANS Phone 331-1929

Permanent Address SAME Phone SAME

Military Status COMPLETED Reserve or Draft Status NOT OBLIGATED

Birth Date 9-30-30 Height 5'10 Weight 180

SCHOOL ATTENDED

— Name and Location of High School and Colleges Attended	Dates Inclusive	Degrees or Diploma	Major Field	Minor Field	Workshops Seminars
ATLANTA HIGH - ATLANTA KS.	'45-'49	DIP.	—	—	—
S'WESTERN COLL. WINFIELD, KS	'49-'52	—	P.E.	IND ARTS	—
N'WESTERN COLL. ALVA, OKLA.	'52-'55	B.S.	P.E	IND. ARTS	—
EMPORIA STATE, EMPORIA, KS	SUM '59	—	IND ARTS	—	—
K. STATE PITTSBURG, KS.	'60-'65	M.S.	IND. ED.	—	—
" "	'71-'78	E.D.S.	IND. ED	—	MANY

Number of hours in Major Field Undergraduate 34 Graduate 80

Grade point Average in Major Field Undergraduate 3.5 Graduate 3.8

Grade point Average for all work Undergraduate 3.0 Graduate 3.8

Practice Teaching P.E. & IND ARTS Date '54-'55 Number of credit hours 6

School address where practice teaching was done ALVA, OKLA.

Practice teaching was done at what grade level and in what subject matter areas P.E @ N. WESTERN STATE - P.E. & IND. ARTS @

Name and address of supervising teacher (Master Teacher) DR CHING - N WESTERN STATE

List any college activities or honors E Π TAU - FRAT. ALL CONFERENCE BASEBALL TEAM

Certificates in force INDEPENDENCE (City), MONTGOMERY (County), KS. (State) 4-15-80 (When issued) 9-30-85 (Expires)

EMPLOYMENT RECORD

Name of Employer	Location	Description of Position	Dates Inclusive	Number of Employees
UD 446	IND. KS.	DEPT. CHAIR-INSTR.	'65-'84	140
BURRTON PUBLIC SCHOOLS	BURRTON, KS.	INSTR. I.A.	'61-'65	80
AUBURN PUBLIC SCHOOLS	AUBURN, KS.	INSTR. 8-9	'59-'60	40
LEBO PUBLIC SCHOOLS	LEBO, KS.	INSTR.	'58-'59	80
WESTPHALIA PUBLIC SCHOOLS	W'PHLIA. KS.	INSTR. P.E. & I.A.	'55-'58	30

Professional and civic Organizations and Activities MEMBER: AIAA, KIEA, NEA, KNE
INEA, E Π TAU, FIRST CHRISTIAN CHURCH, KIWANIS (10 YRS) BOY SCOUTS (2

State briefly in long hand why you desire this position At this point in my teaching career, a new challenge would be most welcome and that challenge would be met at ICC. This position would allow the utilization of advanced degrees in preparing students for further education in the job market. There is also an opportunity to develop in-depth courses for the traditional student as well as workshops and seminars for community involvement (i.e. Designing Your Own Home).

In what activities are you most interested and could sponsor AIDD.

State here anything you might think applicable but overlooked elsewhere in this application MY EXPERIENCE AS COORDINATOR OF A 3 YEAR TITLE III FEDERAL FUNDED I.A. PROJECT (SET) WOULD BE INVALUABLE IN CONTINUING ICC'S TITLE III PROJECT. TEN YEARS AS UD446 DEPT. CHAIRMAN, 4 YEARS AS MEMBER OF 446 NEG. TEAM, VARIOUS CHURCH OFFICES AND MY SELECTION AS UD.446 MASTER TEACHER IN 1976 CAN SERVE AS TESTIMONY TO MY LEADERSHIP ABILITIES.

REFERENCES

Give five references who have knowledge of your Character, Personality, Scholarship and Teaching Ability.

Name	Address	Official Position
CHARLES SWARTZ	INDEP. KS.	ASST. SUPERINTEND
DR LEONARD STEINLE	INDEP. KS.	SUPT. INDEP UD446 - (DEAN)
EDWIN SINK	INDEP. KS.	PRIN. - HIGH SCHOOL
REV KEITH PURSELL	INDEP. KS.	MINISTER FIRST CHRISTIAN
DR VICTOR SULLIVAN	K. STATE - PITTSBURG. KS	I.A. TECHNOLOGY DEPT. CHAIR
JOHN PITTMAN	INDEP. KS.	FORMER Bd of ED - UD446

Signature of application Jack Thompson

Return this application to:
Independence Community College
College Ave. & Brookside Drive
Independence, KS 67301

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AN EQUAL OPPORTUNITY EMPLOYER

INDEPENDENCE COMMUNITY COLLEGE 2-16-88

DEAN'S EVALUATION

C = Consistently
F = Frequently
S = Sometimes
R = Rarely
N = Never
N/A = Not Applicable

Personal Characteristics

1. Accepts constructive criticism...................... C F S R N NA
2. Communicates well................................ C F S R N NA
3. Shows proper concern for personal appearance........ C F S R N NA
4. Is helpful and friendly............................ C F S R N NA
5. Exhibits character................................ C F S R N NA
6. Displays honestly................................. C F S R N NA

Relations with Professional Staff

7. Displays a respect for the professional staff...... C F S R N NA
8. Willing to work cooperatively with the professional staff................................ C F S R N NA
9. Allows a proper amount of freedom in order for staff to be effective in assignment................ C F S R N NA
10. Realizes the importance of and actively works toward open communications with the professional staff................................ C F S R N NA
11. Willing to accept responsibilities as designated in the job description........................... C F S R N NA
12. Open to faculty members' suggestions and facilitates projects................................ C F S R N NA
13. A perceptive and fair judge of people............. C F S R N NA
14. Motivates professional development................ C F S R N NA
15. Addresses conflict appropriately.................. C F S R N NA
16. Says "NO" effectively............................. C F S R N NA

17. Works effectively with faculty members............ C F S R N NA

18. Works effectively with other administrators........ C F S R N NA

Leadership

19. Attends to details effectively..................... C F S R N NA

20. Aware and knowledgeable of new trends and developments within higher education............... C F S R N NA

21. Provides effective leadership for his area of responsibility.................................. C F S R N NA

22. Makes sound decisions............................. C F S R N NA

23. Listens to different ideas and uses this input in decision making................................ C F S R N NA

24. Plans effectively and imaginatively................ C F S R N NA

25. Understands and uses modern management techniques.. C F S R N NA

26. Understands the importance of working with groups.. C F S R N NA

27. Willing to accept leadership responsibilities...... C F S R N NA

28. Understands and implements the mission and goals of the college.............................. C F S R N NA

Comments

29. Has this administrator done anything right? If so, give an example or two.

30. What is it that this administrator should work especially hard to improve?

31. Looking to the future, what should be this administrator's primary goal?

32. Of what important pitfall should this administrator be aware?

INDEPENDENCE COMMUNITY COLLEGE
INSTRUCTOR EVALUATION BY STUDENTS

Please circle the abbreviated term on the right of each evaluation item which best describes your judgment on each item. Refer to the following key for clarification of abbreviations.

C -- Consistently
F — Frequently
S -- Sometimes
R -- Rarely
N -- Never

Please add your written comments regarding each item.

TEACHING METHODS

In conducting this class, my instructor:

1. Appears to prepare well for each class session C F S R N

2. Makes well-organized class presentations C F S R N

3. Knows who we are C F S R N

4. Designs classes to meet the needs of all of us who have been properly advised and had appropriate prerequisites. C F S R N

5. Makes certain that each of us has a course outline or syllabus C F S R N

6. Knows and communicates to us the specific objectives for each unit of the course C F S R N

7. Lets us know clearly his or her expectations of us C F S R N

8. Makes certain that assignments are clear and definite C F S R N

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9. Communicates clearly how our grades will be determined C F S R N

____

10. Gives tests that evaluate how well the goals and objectives of the course have been accomplished C F S R N

____

11. Makes sure that tests cover only material that has been presented or assigned to us C F S R N

____

12. Uses tests as a means of teaching C F S R N

____

13. Returns papers within a time frame for them to be a useful learning tool marked so we can see what we did right. C F S R N

____

14. Is fair and impartial in dealing with us C F S R N

____

15. Listens carefully to, and evaluates, what we tell him or her C F S R N

____

16. Asks us questions C F S R N

____

17. Encourages us to ask questions in class C F S R N

____

18. Remains open-minded and tactful in responding to us C F S R N

____

19. Changes methods of presentation when we seem not to understand C F S R N

____

20. Encourages us to seek help when necessary C F S R N

____

21. Exhibits distracting classroom mannerisms C F S R N

____

22. Is cheerful and desmonstrates a sense of humor in class C F S R N

____

23. Maintains a friendly relationship with us, in and out of class C F S R N

____

24. Remains mentally alert in class C F S R N

____

25. Uses a variety of media and resources to make the classes clear and interesting C F S R N

____

26. Makes certain that we understand the relationship of media and classroom resources to the course objectives C F S R N

____

27. Encourages us to use critical thinking and analysis C F S R N

____

ANALYSIS

28. What grade do you expect to receive in this course? Circle one

1. A	5. fail
2. B	6. pass
3. C	7. no credit
4. D	8. other

29. I have missed this class: Circle one
    1. less than 3 times
    2. 3 - 6 times
    3. 7 - 10 times
    4. 10 or more times

30. Identify specific things you believe your instructor does well in teaching classes.

31. Identify specific things you believe your instructor might do to improve his or her classroom teaching.

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INDEPENDENCE COMMUNITY COLLEGE
INSTRUCTOR SELF-EVALUATION

Please circle the abbreviated term on the right of each evaluation item which best describes your judgment on each item. Refer to the following key for clarification of abbreviations.

C -- Consistently
F -- Frequently
S -- Sometimes
R -- Rarely
N -- Never

Please add your written comments regarding each item.

TEACHING DISCIPLINE

In attempting to remain abreast of developments in my discipline, do I:

1. Keep up with the current literature in my field? C F S R N

2. Attend appropriate workshops, conventions, meetings of professional associations, and the like? C F S R N

3. Update class presentations with new information and materials? C F S R N

4. Seek better textbooks and instructional materials? C F S R N

TEACHING METHODS

In conducting my classes, do I:

1. Prepare will for each class session? C F S R N

2. Make well-organized class presentations? C F S R N

3. Know who my students are. C F S R N

4. Try to design class to meet the needs of students who have been properly advised and who have taken appropriate prerequisites. C F S R N

5. Make certain that each student has a course outline or syllabus? C F S R N

6. Know and communicate to my students the specific objectives for each unit of the course? C F S R N

7. Let students know clearly my expectations of them? C F S R N

8. Make certain that assignments are clear and definite? C F S R N

9. Communicate clearly to my students how their grades will be determined? C F S R N

10. Give tests that evaluate how well the goals and objectives of the course have been accomplished? C F S R N

11. Make sure that tests cover only material that has been presented or assigned to the students? C F S R N

12. Use tests as a teaching device?. C F S R N

13. Return papers within a time frame for them to be a useful learning tool marked so that students can see what they did right C F S R N

14. Remain fair and impartial in dealing with my students? C F S R N

15 Listen carefully to, and evaluate, what my students tell me? C F S R N

16. Ask students to respond to questions I raise? C F S R N

____

17. Encourage my students to ask questions in class? C F S R N

____

18. Remain open-minded and tactful in responding to my students? C F S R N

____

19. Change my methods of presentation when my students seem not to understand? C F S R N

____

20. Encourage students to seek my help when necessary? C F S R N

____

21. Exhibits distracting mannerisms? C F S R N

____

22. Attempt to be cheerful and to demonstrate a sense of humor in class? C F S R N

____

23. Attempt to maintain a friendly relationship with my students, in and out of class? C F S R N

____

24. Remain mentally alert in class?. C F S R N

____

25. Make use of a variety of media and resources in my instruction, to add interest and clarity? C F S R N

____

26. Make certain that my students understand the relationship of media and classroom resources to the course objective? C F S R N

____

27. Encourage critical thinking and analysis in my students? C F S R N

____

ANALYSIS

28. Identify specific things you believe you do well in teaching your classes.

29. Identify specific things you believe you might do to improve your classroom teaching.

VERIFICATION

After reviewing this document with your supervising administrator, please sign and date it in the appropriate location.

Instructor ______________________ Date ______________

Supervising Administrator ______________________ Date ______________

APPENDIX VII

Criterion XII

C. Kansas State Department of Education Enrollment - Completer and Program Expenditure Report for FY 1989 (K-VED 1) - Program Enrollees
C. Kansas State Department of Education Enrollment - Computer and Program Expenditure Report for FY 1989 (K-VED 1) - Adult Enrollees
C. Kansas State Department of Education Single Application Addendum - Program Enrollees (K-VED 1,2,3)
C. Kansas State Department of Education Single Application Addendum - Adult Enrollees (K-VED 1,2,3)
C. Criteria for Approval of Vocational Program Continuation

KANSAS STATE DEPARTMENT OF EDUCATION VOCATIONAL EDUCATION SECTION
ENROLLMENT-COMPLETER AND PROGRAM EXPENDITURE REPORT FOR FISCAL YEAR 19__

02 03 03 K VED 1

7 J0812 6864 190201 07 07 01

A No	LEA Name	LEA Address	Phone Number	Prog End Dt	Prog OE Code
0812	INDEPENDENCE COMM COLLEGE	COLLEGE & BROOKSIDE DR	(316) 331-41		

A City	Zip Code	Attendance Center Name	Code	Instructor's Name	Inst SSN
NDEPENDENCE KANSAS	67301	INDEPENDENCE COMM COLLEGE	6864		

X X Administration Costs X X	$ HOURS
X X Direct Instruction Costs X X	X X X
X X X X X X	0004
X X X X X X	0004
X X X X X X	0004
X X X Total Operating Costs X X	

ENROLLMENT DATA

Course Title		Beginning Sec	Beginning P Sec	Beginning Adult	Ending Sec	Ending P Sec	Ending Adult
DRAFTING TECHNOLOGY	01			22			32
CIVIL TECHNOLOGY	02			0			0
ARCHITECTURAL TECHNOLOGY	03			7			7

Special Needs Enrollments By Instructional Setting (Unduplicated)

Type of Setting	Handicapped	Disadvantaged	LEP
Mainstream / No Support			
Mainstream / Support	0	3	0
Separate			
TOTAL			

(unduplicated)

Level		SEX	Racial/Ethnic TOTAL	Indian	Asian	Black	Hispanic	White		Special Needs Dis	LEP	Handicapped TOTAL	EMR	HDHR	Deaf	Spch	Visu	Emot	Ortho	Other	LRD	D/B	Mul H
Secondary	1	M							1														
		F																					
Post-secondary	2	M							2				*	*	*								
		F											*	*	*								
Apprentice-ship	3	M							3				*	*	*								
		F																					
Adult Supplemental	4	M	8			1		7	4	2	0	0	*	*	*								
		F	21					21					*	*	*								

Program Completers

(unduplicated)

Level		SEX	Racial/Ethnic TOTAL	Indian	Asian	Black	Hispanic	White	Special Needs Dis	LEP	Handi
Secondary	1	M									
		F									
Post-secondary	2	M									
		F									
Apprentice-ship	3	M									
		F									

STUDENTS WHO WILL CONTINUE

	TOTAL
Below Grade 9	
Grades 9 & 10	
Grade 11	
Postsecondary	

Postsecondary and Adult Recognition

	Associate Degree	2 Years or More	1 But Less Than 2 Years	Less Than 1 Year	No Formal Award
TOTAL	825				

An Equal Employment/Educational Opportunity Agency

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KANSAS STATE DEPARTMENT OF EDUCATION VOCATIONAL EDUCATION SECTION
ENROLLMENT-COMPLETER AND PROGRAM EXPENDITURE REPORT FOR FISCAL YEAR 1989

02 03 03 K VED 1

89 JC812 6864 150201 04 07 01

LEA No	LEA Name	LEA Address	Phone Number	Prog End Dt	Prog OE Code
00612	INDEPENDENCE COMM COLLEGE	COLLEGE & BROOKSIDE DR	(316) 831 4100		

LEA City	Zip Code	Attendance Center Name	Code	Instructor's Name	Inst SSN
INDEPENDENCE KANSAS	67301	INDEPENDENCE COMM COLLEGE	6864		

PROGRAM EXPENDITURES

	$
X X Administration Costs X X	HOURS
X X Direct Instruction Costs X X X X X	
X X X X X X	0030
X X X X X X	0030
X X X X X X	0030
X X X X X X	0075
X X X X X X	0075
X X Total Operating Costs X X	0075

ENROLLMENT DATA — Course Enrollment

Course Title		Beginning Sec	Beginning P. Sec	Beginning Adult	Ending Sec	Ending P. Sec	Ending Adult
ARCHITECTURAL TECH	01		0			0	
CIVIL TECHNOLOGY	02		0			0	
DRAFTING TECH	03		0			0	
ARCHITECTURAL TECH	04		5			1	
CIVIL TECHNOLOGY	05		3			3	
DRAFTING TECHNOLOGY	06		10			9	

Special Needs Enrollments By Instructional Setting (Unduplicated)

Type of Setting	Handicapped	Disadvantaged	LEP
Mainstream/ No Support			
Mainstream/ Support	1	1	0
Separate			
TOTAL	1	1	0

ENROLLMENT DATA (unduplicated)

X Level X		Sex	TOTAL	Indian	Asian	Black	Hispanic	White	Special Needs Dis	Special Needs LEP	Handicapped TOTAL	EMR	HDHR	Deaf	Spch	Visu	Emot	Ortho	Other	LRD	D/B	Mul H
Secondary	1	M																				
		F																				
Postsecondary	2	M	17					17	1	0	1											
		F	1					1														
Apprenticeship	3	M																				
		F																				
Adult Supplemental	4	M																				
		F																				

Program Completers

COMPLETER DATA (unduplicated)

Level		Sex	TOTAL	Indian	Asian	Black	Hispanic	White	Special Needs Dis	Special Needs LEP	Special Needs Handi
Secondary	1	M									
		F									
Postsecondary	2	M									
		F									
Apprenticeship	3	M									
		F									

STUDENTS WHO WILL CONTINUE

	TOTAL
Below Grade 9	
Grades 9 & 10	
Grade 11	
Postsecondary	13

Postsecondary and Adult Recognition

	Associate Degree	2 Years or More	1 But Less Than 2 Years	Less Than 1 Year	No Formal Award
TOTAL					

An Equal Employment/Educational Opportunity Agency

38J08126864150201040701

VOCATIONAL EDUCATION SECTION
SINGLE APPLICATION ADDENDUM

PROCESSED ON 09/06/88

LEA No.	LEA Name	Address	Phone Number
J0812	INDEPENDENCE COMM COLLEGE	PO BOX 703	316/331-41

Attn. Ctr.	Attendance Center Name	City	Zip Code
6864	INDEPENDENCE COMM COLLEGE	COLLEGE & BROOKSIDE DR	

Inst. SSN	Instructor's Name	Sex	Race	Salary	USOE	Status	Level	Fun
509-28-5519	THOMPSON J I	M	W		150201	4	04	0

For State Use Only

Course Title		Start Date	End Date	Hours	Enrollment Sec.	Enrollment P. Sec.	Enrollment Adult	Comments
DRAFTING TECHNOLOGY ~~(AS)~~	01	8/23/88	5/19/89	~~0067~~ 75		5		
~~ENGINEERING (AS)~~	~~02~~			0075				
CIVIL TECHNOLOGY ~~AAS~~	03			~~0053~~ 75		3		
ARCHITECTURAL TECH ~~AAS~~	04			~~0061~~ 75		3		
DRAFTING TECH ~~AAS~~ (Cert)	05			~~0067~~ 30		2		
Civil Technology (Cert)				30		2		

Inst. SSN	Instructor's Name	Sex	Race	Salary	USOE	Status	Level	Fun
~~509-44-5177~~	~~LOSANBILL E L~~	~~M~~	~~W~~		150201	4	04	C

Course Title	Start Date	End Date	Hours	Enrollment Sec.	Enrollment P. Sec.	Enrollment Adult	Comments
~~Drafting~~ Architectural Tech (Cert)	8/23/88	5/19/89	30		2		

Inst. SSN	Instructor's Name	Sex	Race	Salary	USOE	Status	Level	Fun
509-44-5177	Espanbill E L	M	W					

Course Title	Start Date	End Date	Hours	Enrollment Sec.	Enrollment P. Sec.	Enrollment Adult	Comments

Inst. SSN	Instructor's Name	Sex	Race	Salary	USOE	Status	Level	Fun

Course Title	Start Date	End Date	Hours	Enrollment Sec.	Enrollment P. Sec.	Enrollment Adult	Comments

K VED 1 27
K VED 2 11
K VED 3 3 16

PROGRAM

LEA Vocational Education
Class Roll Record Sheet
(FOR LEA USE ONLY)

Title DRAFTING TECH.

Attn. Center

Start Date 8-22-88

No. of Clock Hours in Course

End Date 5-19-89

Instructor J. Thompson

1 Student's Name	2 Sex	3 Race	4 Grade Level	5 Handicapped	6 Disadvantaged	7 Termination	8 Clock Hours Completed	9 Employment Status	10 SOC Code	11 Hourly Wage	12 Technical Knowledge	13 Work Attitude	14 Work Quality	15 Overall Rating	16 Relative Preparation
BRUHN, SAM	M	W	66		–	4									
BARNES, BRYON	M	W	66		–	3	Leaver Less than 50%								
BARTON, Cory Jim	M	W	66		–	4									
GROTH, PHIL	M	W	66		–	4									
HARRIS, ROBERT	M	W	66		–	4									
TURNAS, CHRISTOPHER	M	W	66		–	4									
HIGGINS, TYLER	M	W	66		–	4									
POSE, RAY	M	W	66		–	4									
ROTHGEB, DAVID	M	W	66	5	–	4									
MEDLOCK, BRAD	M	W	66		–	4									

9 to Continue
10 - MW

1 Student's name

2 Sex of student (M or F)

3 Student's racial/ethnic category
American Indian (I) Asian (A)
Black (B) Hispanic (H) White (W)

4 Student's grade level
Secondary (7, 8, 9, 10, 11, 12)
Postsecondary (66)
Adult Supplementary (77)
Apprenticeship (88)

5 Type of handicap for handicapped students
1 Mentally Retarded (EMR)
2 Hard of Hearing (HOHR)
3 Deaf
4 Speech Impaired (Spch)
5 Visually Handicapped (Visu)
6 Seriously Emotionally Disturbed (Emot)
7 Orthopedically Handicapped (Ortho)
8 Other Health Impaired (Other)
9 Specific Learning Disability (LRD)
10 Deaf Blind (D/B)
11 Multihandicapped (Mul H)

6. Type of disadvantaged
1 Limited English Proficiency
2 Economically or Academically Disadvantaged

7. Termination status of the student:
1 Program Completer
2 Leaver Completed 50% or more of Program
3 Completed less than 50% of Program
4 Will Continue in the Program

8 Number of clock hours completed by student

9 Employment status for program (1) completers or (2) leavers who completed more than 50% of the program:
1 Military service full time
2 Employed in a field related to training
3 Employed in a field not related to training and not pursuing additional education
4 Pursuing additional education
5 Unemployed (seeking employment) and not pursuing additional education
6 Not in the labor force and not pursuing additional education
7 Status unknown

10 SOC Code
a) For program completers employed in a field related to training record an R
b) For program completers employed in a field *not* related to training, record the SOC code which represents the completer's current job description

11 Hourly wage earned for *program completers* employed in a field related to training

12 16 Employer's rating for program completers and leavers completing more than 50% of the program and employed in a field related to training

12 15 Ratings 1 Very Poor, 2 Poor, 3 Neutral, 4 Good, 5 Very Good
12 Technical Knowledge
13 Work Attitude
14 Work Quality
15 Overall Rating

16 Relative Preparation — rating in relation to other employees not receiving training
Ratings 0 No basis for comparison 1 Individual is less prepared 3 Both are about the same 5 Individual is better prepared

830

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LEA Vocational Education
Class Roll Record Sheet
(FOR LEA USE ONLY)

PROGRAM

K VED 2 2 11
K VED 3 3 16

Title CIVIL DRAFT TECH

Start Date 8-22-88

End Date 5-19-89

Instructor J. THOMPSON

Attn. Center

No. of Clock Hours In Course

1 Student's Name	2 Sex	3 Race	4 Grade Level	5 Handicapped	6 Disadvantaged	7 Termination	8 Clock Hours Completed	9 Employment Status	10 SOC Code	11 Hourly Wage	12 Technical Knowledge	13 Work Attitude	14 Work Quality	15 Overall Rating	16 Relative Preparation
BRUENING, CHAD	M	W	66		–	4									
LEBE, Terry	F	W	66		–	4									
MOORE, Timothy	M	W	66	0	1	4									
3 to Continue															

1 Student's name

2 Sex of student (M or F)

3 Student's racial/ethnic category
American Indian (I) Asian (A)
Black (B) Hispanic (H) White (W)

4 Student's grade level
Secondary (7, 8, 9, 10, 11, 12)
Postsecondary (66)
Adult Supplementary (77)
Apprenticeship (88)

5 Type of handicap for handicapped students
1 Mentally Retarded (EMR)
2 Hard of Hearing (HDHR)
3 Deaf
4 Speech Impaired (Spch)
5 Visually Handicapped (Visu)
6 Seriously Emotionally Disturbed (Emot)
7 Orthopedically Handicapped (Ortho)
8 Other Health Impaired (Other)
9 Specific Learning Disability (LRD)
10 Deaf Blind (D/B)
11 Multihandicapped (Mul. H)

6 Type of disadvantaged
1 Limited English Proficiency
2 Economically or Academically Disadvantaged

7 Termination status of the student
1 Program Completer
2 Leaver Completed 50% or more of Program
3 Completed less than 50% of Program
4 Will Continue in the Program

8 Number of clock hours completed by student

9 Employment status for program (1) completers or (2) leavers who completed more than 50% of the program
1 Military service full time
2 Employed in a field related to training
3 Employed in a field not related to training and not pursuing additional education
4 Pursuing additional education
5 Unemployed (seeking employment) and not pursuing additional education
6 Not in the labor force and not pursuing additional education
7 Status unknown

10 SOC Code
a) For program completers employed in a field related to training record an R
b) For program completers employed in a field *not* related to training record the SOC code which represents the completer's current job description

11 Hourly wage earned for *program completers* employed in a field related to training

12-16 Employer's rating for program completers and leavers completing more than 50% of the program and employed in a field related to training

12-15 Ratings 1 Very Poor, 2 Poor, 3 Neutral, 4 Good, 5 Very Good

12 Technical Knowledge

13 Work Attitude

14 Work Quality

15 Overall Rating

16 Relative Preparation — rating in relation to other employees not receiving training
Ratings 0 No basis for comparison 1 Individual is less prepared 3 Both are about the same 5 Individual is better prepared

Course Title ARCH. TECH.

Attn. Center

No. of Clock Hours In Course

Start Date 8-22-88

End Date 5-19-89

Instructor J.Thompson

LEA Vocational Education
Class Roll Record Sheet
(FOR LEA USE ONLY)

PROGRAM

K VED 1 27
K VED 2 211
K VED 3 316

1 Student's Name	2 Sex	3 Race	4 Grade Level	5 Handicapped	6 Disadvantaged	7 Termination	8 Clock Hours Completed	9 Employment Status	10 SOC Code	11 Hourly Wage	12 Technical Knowledge	13 Work Attitude	14 Work Quality	15 Overall Rating	16 Relative Preparation
HARRISON, JEFF	M	W	66		2	3	Leaver - less than 50%								
HENKENSIEKEN, Timothy	M	W	66		–	3									
HUFF, Timothy	M	W	66		–	3									
WILLINGHAM, RAYMOND	M	W	60			3									
SMITH, Dustin	M	W	66		2	4									
1 to Continue															

1 Student's name

2 Sex of student (M or F)

3 Student's racial/ethnic category
American Indian (I) Asian (A)
Black (B) Hispanic (H) White (W)

4 Student's grade level
Secondary (7, 8, 9, 10, 11, 12)
Postsecondary (66)
Adult Supplementary (77)
Apprenticeship (88)

5 Type of handicap for handicapped students
- 1 Mentally Retarded (EMR)
- 2 Hard of Hearing (HDHR)
- 3 Deaf
- 4 Speech Impaired (Spch)
- 5 Visually Handicapped (Visu)
- 6 Seriously Emotionally Disturbed (Emot)
- 7 Orthopedically Handicapped (Ortho)
- 8 Other Health Impaired (Other)
- 9 Specific Learning Disability (LBD)
- 10 Deaf Blind (D/B)
- 11 Multihandicapped (Mul. H)

6 Type of disadvantaged
- 1 Limited English Proficiency
- 2 Economically or Academically Disadvantaged

7 Termination status of the student
- 1 Program Completer
- 2 Leaver: Completed 50% or more of Program
- 3 Completed less than 50% of Program
- 4 Will Continue in the Program

8 Number of clock hours completed by student

9 Employment status for program (1) completers or (2) leavers who completed more than 50% of the program
- 1 Military service full time
- 2 Employed in a field related to training
- 3 Employed in a field not related to training and not pursuing additional education
- 4 Pursuing additional education
- 5 Unemployed (seeking employment) and not pursuing additional education
- 6 Not in the labor force and not pursuing additional education
- 7 Status unknown

10 SOC Code
a) For program completers employed in a field related to training, record an R
b) For program completers employed in a field *not* related to training, record the SOC code which represents the completer's current job description

11 Hourly wage earned for *program completers* employed in a field related to training

12-16 Employer's rating for program completers and leavers completing more than 50% of the program and employed in a field related to training

12-15 Ratings: 1 Very Poor, 2 Poor, 3 Neutral, 4 Good, 5 Very Good
- 12 Technical Knowledge
- 13 Work Attitude
- 14 Work Quality
- 15 Overall Rating

16 Relative Preparation — rating in relation to other employees not receiving training
Ratings: 0 No basis for comparison, 1 Individual is less prepared, 3 Both are about the same, 5 Individual is better prepared

Title DRAFT. CIVIL ARCH, ADULT
HOME REMODELING.
Start Date 8-22-88
End Date 5-19-89
Instructor J. THOMPSON

Attn. Center
No. of Clock Hours in Course

LEA Vocational Education
Class Roll Record Sheet
(FOR LEA USE ONLY)

ADULTS

K VED 2-[illegible]1
K VED 3 3 16

1 Student's Name	2 Sex	3 Race	4 Grade Level	5 Handicapped	6 Disadvantaged	7 Termination	8 Clock Hours Completed	9 Employment Status	10 SOC Code	11 Hourly Wage	12 Technical Knowledge	13 Work Attitude	14 Work Quality	15 Overall Rating	16 Relative Preparation
~~MOORE, TIMOTHY~~	~~M~~	~~W~~	~~66~~			~~4~~									
~~ERBE, TRACY~~	~~F~~	~~W~~	~~66~~			~~4~~									
HOME REMODELING															
BAER, SHIRLEY	F	W	77		–	4									
FRUBER, ERIN	F	W	77			1			(ENROLLED THRU PHY FITNESS)						
RATHJEN, KATHY	F	W	66		–	4									
SANBORN, TERESA	F	W	77		–	1									
SCHENCK, STEVE	M	W	77		–	1									
SMITH, CLARENCE	M	W	77		–	1									
SMITH, CONNIE	F	W	77		–	1									

7 Adults
5 - F W
2 - m W

1. Student's name.
2. Sex of student (M or F)
3. Student's racial/ethnic category:
   American Indian (I) Asian (A)
   Black (B) Hispanic (H) White (W)
4. Student's grade level:
   Secondary (7, 8, 9, 10, 11, 12)
   Postsecondary (66)
   Adult Supplementary (77)
   Apprenticeship (88)
5. Type of handicap for handicapped students:
   1 Mentally Retarded (EMR)
   2 Hard of Hearing (HOHR)
   3 Deaf
   4 Speech Impaired (Spch)
   5 Visually Handicapped (Visu)
   6 Seriously Emotionally Disturbed (Emot)
   7 Orthopedically Handicapped (Ortho)
   8 Other Health Impaired (Other)
   9 Specific Learning Disability (LRD)
   10 Deaf Blind (D/B)
   11 Multihandicapped (Mul. H)
6. Type of disadvantaged:
   1 Limited English Proficiency
   2 Economically or Academically Disadvantaged
7. Termination status of the student:
   1 Program Completer
   2 Leaver: Completed 50% or more of Program
   3 Completed less than 50% of Program
   4 Will Continue in the Program
8. Number of clock hours completed by student
9. Employment status for program (1) completers or (2) leavers who completed more than 50% of the program:
   1 Military service full time
   2 Employed in a field related to training
   3 Employed in a field not related to training and not pursuing additional education
   4 Pursuing additional education
   5 Unemployed (seeking employment) and not pursuing additional education
   6 Not in the labor force and not pursuing additional education
   7 Status unknown
10. SOC Code
    a) For program completers employed in a field related to training record an "R"
    b) For program completers employed in a field *not* related to training record the SOC code which represents the completer's current job description
11. Hourly wage earned for *program completers* employed in a field related to training

12-16. Employer's rating for program completers and leavers completing more than 50% of the program and employed in a field related to training

12-15. Ratings: 1 Very Poor; 2 Poor; 3 Neutral; 4 Good; 5 Very Good

12. Technical Knowledge
13. Work Attitude
14. Work Quality
15. Overall Rating
16. Relative Preparation — rating in relation to other employees not receiving training
    Ratings: 0 No basis for comparison. 1 Individual is less prepared. 3 Both are about the same. 5 Individual is better prepared

SINGLE APPLICATION ADDENDUM

88J08126864150201070701

PROCESSED ON 09/07/8

LEA No.	LEA Name	Address	Phone Number
J0812	INDEPENDENCE COMM COLLEGE	PO BOX 708	316/331-

Attn Ctr	Attendance Center Name	City	Zip Code
6864	INDEPENDENCE COMM COLLEGE	COLLEGE & BROOKSIDE DR	

Inst. SSN	Instructor's Name	Sex	Race	Salary	For State Use Only USOE	Status	Level
509-28-5519	THOMPSON JI	M	W		150201	4	07

Course Title		Start Date	End Date	Hours	Enrollment Sec	P Sec	Adult	Comments
DRAFTING TECHNOLOGY	01	8/22/88	5/19/89	0004			5	Adults
CIVIL TECHNOLOGY	02	}	}	0004			5	
ARCHITECTURAL TECHNOLOGY	03	}	}	0004			3	

Inst. SSN	Instructor's Name	Sex	Race	Salary	USOE	Status	Level

Course Title	Start Date	End Date	Hours	Enrollment Sec	P Sec	Adult	Comments

Inst. SSN	Instructor's Name	Sex	Race	Salary	USOE	Status	Level

Course Title	Start Date	End Date	Hours	Enrollment Sec	P Sec	Adult	Comments

Inst. SSN	Instructor's Name	Sex	Race	Salary	USOE	Status	Level

Course Title	Start Date	End Date	Hours	Enrollment Sec	P Sec	Adult	Comments

Kansas State Department of Education

Kansas State Education Building
120 East 10th Street Topeka, Kansas 66612-1103

MEMORANDUM 89-28

April 15, 1989

TO: Area Vocational School Directors
Community College Presidents

FROM: Tom Moore, Director, Vocational Education
John Hanna, Director, Community Colleges

SUBJECT: Criteria for Approval of Program Continuation

The State Board of Education has adopted Criteria for Approval of Program Continuation in Area Vocational Schools and/or Community Colleges as amended on July 9, 1986; a copy is enclosed.

The printout with this mailing is to be [redacted]) for State Board approval at their July meeting.

Should you have questions regarding the printout, contact Beryl Fisher-Askren at 913-296-4908 or Don Strait at 913-296-4920.

jh
Enclosures

CC: Don Strait
Beryl Fisher-Askren

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STATE BOARD ADOPTED CRITERIA FOR APPROVAL OF PROGRAM CONTINUATION IN AREA VOCATIONAL SCHOOLS AND/OR COMMUNITY COLLEGES

1. Each institution shall submit a list of programs for which continuance is planned for the succeeding school year to the Kansas State Board of Education by July 1.
2. Each institution shall provide documentation of the enrollments for the two previous years for each program planned for continuance. If enrollments in a program averages less than ten (10) students, the institution shall provide rationale and justification for funding the continuance of the program.
3. Each institution shall provide evidence of a favorable state approved evaluation of the program to be continued. Evaluations shall include examination of current curriculum syllabi. Area vocational schools shall require faculty qualification/certification documentation. If the most recent evaluation of a specific program is not favorable, a plan must be submitted to the Kansas State Board of Education describing how that program shall be improved during the ensuing year and what standards are to be used to measure improvement.
4. Each institution shall provide evidence of the continued existence and utilization of an advisory council and/or committee. Minutes of advisory council and/or committee meetings shall be made available upon request.
5. Each institution shall provide evidence of current and/or future labor market needs with each request for vocational program continuation.
6. Each institution shall provide evidence of successful placement of the "completers" of each vocational program. Acceptable placement rates are 70% of the program completers. Successful placement is defined as placed in a job utilizing the skills acquired through the training program. Placement into more advanced training also constitutes a successful placement.
7. Each institution shall have submitted all appropriate reports relative to program operation during the previous year of operation.

Approved by the State Board of Education ______September 13, 1983______
(Date)

Amended and approved by the State Board of Education ______January 11, 1984______

Amended and approved by the State Board of Education ______July 9, 1986______

SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION PLACEMENT STANDARDS

1. Each community college and area vocational-technical school shall provide evidence of successful placement of the program completers of each job preparatory vocational program. Acceptable placement rates are 70 percent of the program completers of job preparatory programs.

   A successful placement is defined as being one of the following:

   COMPLETER

   1. Military service full time
   2. Employed in a field related to training
   3. Employed in field not related to training
      Not pursuing additional education
   4. Pursuing additional education

   Employment Status of Students
   who completed more than 50% of the program

   1. Employed in a field related to training
   2. Employed in field not related to training
      Not pursuing additional education

2. Any approved job preparatory program placing less than 70 percent of its program completers for any given year must be reviewed by the institution's administration. The results of which shall be forwarded to the Director of Vocational Education of the Kansas State Department of Education for review and comment.

3. Any approved job preparatory program not meeting the placement standard for three (3) consecutive years shall lose State Board of Education approval to offer the program or receive state aid for the support of the program.

4. The Department of Education shall collect from each institution offering job preparatory vocational programs a complete program inventory for which the Department is responsible for the development of forms to collect placement data and the establishment of deadline dates.

Adopted by the State Board of Education Tuesday, October 11, 1988

KANSAS STATE DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION - FY88

04A

VOCATION PROGRAM CONTINUATION

INDEPENDENCE COMM COLLEGE

6864 INDEPENDENCE COMM COLLEGE

BGN	END	PROGRAM TITLE	ENROLL SEC	TOTAL P SEC	MEETINGS ADV/COMM		PREV. YEAR % PLACEMENT	ANN. LAB. MKT.	UPDAT NE
082487	051388	BANKING AND REL FIN PGMS GEN	0	42	1	2	100.0%	YES	N
082487	051388	BUSINESS COMP AND CONSOLE OP	0	39	1	2	100.0%	YES	N
082487	051388	SECRETARIAL AND REL PGMS GEN	0	48	1	2	90.91%	YES	N
082487	052388	RETAILING	0	24	1	2	100.0%	YES	N
082487	063088	COSMETOLOGY	0	25	1	2	70.0%	YES	N
082487	051388	CIVIL TECHNOLOGY	0	19	1	2	No Completers	YES	N

APPENDIX VIII

Criterion XIII

C. Kansas State University Curriculum Guide - Architectural Engineering Technology

C. Kansas State University Curriculum Guide - Civil Engineering Technology

C. Kansas State University Core Courses for Engineering Technology

C. Wichita State University Curriculum Guide - Industrial Technology

C. Articulation Agreement with the Wichita State University's Department of Industrial Technology

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AGE 680. Principles of Occupational Safety and Health Management. (3) II. Concepts of recognition, evaluation, and control of occupational hazards. Detection and identification of occupational hazards. Emphasis on theory and performance-related practice. Familiarization with specifications, standards, codes, and regulations. Three hours rec. a week. Pr.: IE 501 or MANGT 420. AGE-680-0-0903

AGE 700. Agricultural Process Engineering. (3) II. Theory, equipment, and design techniques in processing agricultural products. Two hours rec. and three hours lab a week. Pr.: AGE 575. AGE-700-1-0903

AGE 705. Irrigation and Drainage. (3) II. Design and operative problems involved in irrigation or drainage of agricultural land. Two hours rec. and three hours lab a week. Pr.: AGE 551 and AGRON 305. Pr. or conc.: ME 571. AGE-705-1-0903

AGE 710. Advanced Farm Power and Machinery. (3) I. Analytical study of design, construction, and operating characteristics of tractors and selected farm machines. Two hours rec. and three hours lab a week. Pr.: AGE 536. AGE-710-1-0903

AGE 780. Measurement Systems. (3) II. Theory and application of measurement systems with emphasis on environments and processes related to soils, plants, and animals. Two hours rec. and three hours lab a week. Pr.: EECE 510 or EECE 519. AGE-780-1-0903

Graduate credit

AGE 810. Research in Agricultural Engineering. (Var.) I, II, S. The laboratories of the University are available for research in all areas of agricultural engineering. The results of such investigation may be incorporated in bulletins of the Agricultural Experiment Station. Pr.: Approval of department head. AGE-810-4-0903

AGE 815. Graduate Seminar in Agricultural Engineering. (1) I, II. Presentation and discussion of research philosophies, procedures, and results. One hour rec. a week. Required of all graduate students in agricultural engineering. Pr.: Graduate standing. AGE-815-0-0903

AGE 898. Master's Report. (Var.) I, II, S. Topics selected with approval of major professor and department head. AGE-898-4-0903

AGE 899. Master's Thesis. (Var.) I, II, S. Topics selected with approval of major professor and department head. AGE-899-4-0903

AGE 999. Dissertation Research. (Var.) I, II, S. Topics selected with approval of major professor and department head. AGE-999-4-0903

Architectural Engineering/ Construction Science

Robert E. Dahl, head of department

Professors Bissey,* Burton,* Dahl,* Hodges,* and Lindley;* Associate Professors Blackman and Goddard; Instructors Corbin, Goodman, and Mayo; Emeritus: Professor Thorson.*

Undergraduate study

Architectural engineering

The architectural engineering program is planned for the student who is particularly interested in the engineering aspects of building design. The architectural engineer must be sympathetic with the practical, functional, and aesthetic possibilities of contemporary materials, and with mechanical, electrical, and structural systems. As an important member of the building design team, he must be able to create designs that will answer the economic, safety, and aesthetic requirements of a project. He must have a feeling of the total design.

See architectural engineering curriculum.

Construction science

The construction science program prepares the student to be a professional constructor; a manager of personnel resources, financial resources, material, and machines. The program is an engineering based management program designed to produce a technically competent manager of construction.

The graduate enters the construction field in areas generally categorized as:

Building construction—in this category are apartments, office buildings, industrial plants, hospitals, churches, schools.

Highway construction—dams, tunnels, flood control projects.

Utilities construction—sanitary works, waterworks, power lines, pipelines.

See construction science curriculum.

Curriculum in architectural engineering (ARE)

Bachelor of Science in Architectural Engineering
160 hours required for graduation
Accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology

Freshman

Fall semester	Course	Sem. hrs.
ENVD 225	[redacted]	2
ENGL 100	English Composition I	3
MATH 220	Analytic Geometry and Calculus I	4
CHM 210	Chemistry I	4
CNS 200	[redacted]	3
ARE 020	Architectural Engineering Seminar	0
		16
Spring semester		
ENVD 226	[redacted]	2
CNS 320	Construction Materials	2
MATH 221	Analytic Geometry and Calculus II	4
CHM 230	Chemistry II	4
ENGL 120	English Composition II* or Humanities or social science electives	3
ARE 022	Architectural Engineering Seminar	0
PE 101	Concepts in Physical Education	1
		16

Sophomore

Fall semester		
ART 190	Drawing I	2
CNS 210	[redacted]	3
CNS 321	[redacted]	3

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PHYS 21	[redacted]	5
MATH 222	Analytic Geometry and Calculus III	4
ARE 02	Architectural Engineering Seminar	0
		17

Spring semester

CNS 325	[redacted]	3
CE 33	[redacted]	3
SPCH 105	Public Speaking IA	2
PHYS 214	[redacted]	4
MATH 24	Elementary Differential Equations	2
ARE 02	Architectural Engineering Seminar	0
		17

Junior

Fall semester

ENVD 207	[redacted]	3
ME 512	Dynamics	3
CE 533	Mechanics of Materials	3
CE 534	Mechanics of Materials Lab	1
ECON 110	Economics I	3
ENGL 415	Written Communications for Engineers	3
ARE 020	Architectural Engineering Seminar	0
		16

Spring semester

ENVD 208	[redacted]	3
ME 513	Thermodynamics I	3
CE 537	Introductions to Structural Analysis	4
CE 212	[redacted]	3
GEOL 100	[redacted]	3
ARE 020	Architectural Engineering Seminar	0
		16

Senior

Fall semester

ARE 411	Architectural Engineering Design I	3
ME 571	Fluid Mechanics	3
EECE 519	Electric Circuits and Control	4
ARE 523	Timber Structures	3
Humanities or social science electives		3
ARE 020	Architectural Engineering Seminar	0
		16

Spring semester

ARE 412	Architectural Engineering Design II	3
ARE 524	Theory of Structures II	4
ARE 535	Lighting Systems	3
Humanities or social science electives		3
ARE 537	Acoustic Systems	2
ARE 020	Architectural Engineering Seminar	0
		15

Fifth year

Fall semester

ARE 536	Sanitation Systems	3
CE 522	Soil Mechanics I	3
ARE 528	Theory of Structures III	4
ARE 534	Thermal Systems	3
Humanities or social science electives		3
ARE 020	Architectural Engineering Seminar	0
		16

Spring semester

ARE 595	Senior Project	5
ARE 539	Architectural Engineering Management	3
Complementary elective		4
Free electives		3
ARE 020	Architectural Engineering Seminar	0
		15

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*English Composition II is optional if prerequisites for Written Communication for Engineers (ENGL 415) are met from English Composition I.

Humanities and social science electives are to be selected from the catalog list and need not be taken in the order listed in the curriculum. Two courses must be 400 level or above.

Electives are to be selected and approved after consultation with the student's faculty adviser.

Curriculum in construction science (CNS)

Bachelor of Science in Construction Science
123 hours required for graduation
Accredited by the American Council for Construction Education

Freshman

Fall semester	Course	Sem. hrs.
CNS 200	History of Building and Construction	3
ENGL 100	English Composition I	3
MATH 220	Analytic Geometry and Calculus I	4
ENVD 205	Design Graphics I	2
SPCH 105	Public Speaking IA	2
PE 101	Concepts in Physical Education	1
CNS 016	Construction Seminar	0
		15

Spring semester

CE 212	Elementary Surveying Engineering	3
ENVD 206	Design Graphics II	2
ENGL 120	English Composition II* or	
Humanities or social science elective		3
CNS 210	Introduction to Construction Programming	3
PHYS 113	General Physics I	4
CNS 320	Construction Materials	2
CNS 016	Construction Seminar	0
		17

Sophomore

Fall semester

CNS 321	Construction Techniques and Detailing	3
CE 231	Statics A	3
CNS 250	Site Construction	3
GEOL 100	Introductory Geology	3
ECON 110	Economics I	3
CNS 016	Construction Seminar	0
		15

Spring semester

CNS 325	Construction Drawing	3
CE 331	Strength of Materials	3
CE 332	Strength of Materials Lab	1
PHYS 114	General Physics II	4
ACCTG 211	Financial Accounting	3
Humanities or social science electives		3
CNS 016	Construction Seminar	0
		17

Junior

Fall semester

ARE 522	Theory of Structures I	3
ARE 537	Acoustic Systems	2
CNS 535	Electrical Service and Installation	3
CNS 540	Construction Methods and Equipment	3
Humanities or social science elective		3
Management electives		3
CNS 016	Construction Seminar	0
		17

CHE 899. Master's Thesis. (Var.) I, II, S. Topics selected with approval of department head and major professor. CHE-899-4-0906

CHE 901. Selected Topics in Reaction Engineering. (3) I, II, S. Advanced study in this field of such topics as complex reactions, catalysis, dispersion effects, fast reactions, reactions in fluidized beds. Three hours rec. a week. Pr.: CHE 822 and one course in chemical engineering numbered 851 or higher. CHE-901-0-0906

CHE 910. Selected Topics in Transport Phenomena. (3) I, II, S. Subjects of current interest such as surface phenomena, turbulent transport, droplet mechanics, multicomponent systems. Three hours rec. a week. Pr.: CHE 867. CHE-910-0-0906

CHE 915. Selected Topics in Process Dynamics. (3) I, II, S. Study of the most recent methods for analysis of the dynamic behavior and control of complex systems and industrial processes. The use of Lyapanov theorems and the maximum principle are examples of the methods to be studied. Three hours rec. a week. Pr.: CHE 850 and one graduate course in chemical engineering numbered 851 or higher. CHE-915-0-0906

CHE 920. Selected Topics in Unit Operations. (3) I, II, S. Study of such topics as zone melting, foam fractionation, membrane permeation, thermal diffusion, and unsteady state operations. Three hours rec. a week. Pr.: CHE 826 or CHE 832 and one course in chemical engineering numbered 851 or higher. CHE-920-0-0906

CHE 925. Selected Topics in Process Design and Optimization. (3) I, II, S. Study of advanced methods of process design and optimization, such as modern variational methods and dynamic programming. Applications to be chosen mainly from the chemical and allied industries to include stochastic as well as deterministic problems. Three hours rec. a week. Pr.: CHE 871. CHE-925-0-0906

CHE 930. Selected Topics in Thermodynamics. (3) I, II, S. Advanced study in this field of such topics as irreversible thermodynamics, solution theory, and surface phenomena. Three hours rec. a week. Pr.: CHE 815 and one course in chemical engineering numbered 851 or higher. CHE-930-0-0906

CHE 999. Dissertation Research. (Var.) I, II, S. Topics selected with approval of department head and major professor. CHE-999-4-0906

Civil Engineering

Robert R. Snell,* head of department

Professors Best,* Cooper,* Hu,* Koelliker,* Russell,* Smith,* Snell,* Swartz,* and Williams;* Associate Professors Knostman* and Mathews;* Assistant Professors Lin* and McEnroe;* Emeriti: Professors McCormick, Morse, Munger, and Taylor.

Undergraduate study

Civil engineering is the engineering of constructed facilities and systems. Because civil engineering is so broad in scope, it has become desirable for many civil engineers to develop specialties within the broad field. As a means of satisfying that desire for specialization the civil engineering department offers three options within the B.S. in civil engineering degree.

The general option allows the student to pursue a B.S. in civil engineering degree in a broad general program or, if a specific career objective has been identified, to concentrate on one or more areas within the general option. The following areas of concentration are available:

Hydraulics—design and construction of reservoirs, canal systems, and dams for flood control, irrigation, power, and water supply.

Soils and foundations—foundations for structures, earth embankments, retaining walls and bulkheads, and pavements for highways and airports.

Environmental—protection of public health and environmental quality through the planning and designing of facilities for water treatment and distribution; wastewater, solid and hazardous wastes collection, treatment, and disposal; and air pollution control.

Transportation—planning, design, and construction of highways, railways, airports, and urban mass transit systems.

Structures—design and construction of a wide variety of buildings and bridges, as well as the structural framing of aircraft, ships, and space vehicles.

The **construction engineering option** allows the student to pursue a B.S. in civil engineering program while preparing specifically for employment in the construction industry.

The **geological engineering option** allows the student to pursue a B.S. in civil engineering program while preparing specifically to deal with the geologic factors affecting the location, design, and construction of foundations, excavations, tunnels, dams, reservoirs, and canals. Students are also prepared to assist in the search for and development of metallic ores, industrial minerals and rocks, petroleum and natural gas, and groundwater supplies.

Graduate study

Major work leading to the master of science and doctor of philosophy degrees is offered in the areas of specialization in structural analysis and design, soil mechanics and foundations, hydraulic engineering, sanitary/environmental engineering, highway and traffic engineering, and transportation planning. Laboratory facilities for advanced study and research are available in the areas of structures, soil mechanics, hydraulics, sanitary engineering, and transportation.

Curriculum in civil engineering (CE)

Bachelor of Science in Civil Engineering
134 hours required for graduation
Accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

Freshman

Fall semester	**Course**	**Sem. hrs.**
MATH 220	Analytic Geometry and Calculus I	4
CHM 210	Chemistry I	4
ENGL 100	English Composition I	3
ECON 110	Economics I	3
ME 212	Engineering Graphics I	2
PE 101	Concepts in Physical Education	1
		17
Spring semester		
MATH 221	Analytic Geometry and Calculus II	4
CHM 230	Chemistry II	4
ENGL 120	English Composition II* or	
Option elective		3

SPCH 105	Public Speaking IA	2
GEOL 100	[redacted]	3
CE 015	[redacted]	0
		16

Sophomore

Fall semester

MATH 222	Analytic Geometry and Calculus III	4
PHYS 213	[redacted]	5
Option elective		3
IE 372	Computer and Data Processing	2
CE 212	[redacted]	3
CE 015	Engineering Assembly	0
		17

Spring semester

MATH 240	Elementary Differential Equations	4
PHYS 214	[redacted]	5
CE 333	[redacted]	3
Option elective		4
CE 380	[redacted]	1
CE 015	Engineering Assembly	0
		17

Junior

Fall semester

CE 411	[redacted]	4
ME 512	Dynamics	3
ME 513	Thermodynamics I	3
CE 551	Hydrology	2
CE 553	Hydrologic Methods Lab	1
CE 533	Mechanics of Materials	3
CE 534	Mechanics of Materials Lab	1
CE 015	Engineering Assembly	0
		17

Spring semester

CE 537	Introduction to Structural Analysis	4
ME 571	Fluid Mechanics	3
CE 522	Soil Mechanics I	3
CE 563	Environmental Engineering Fundamentals	3
ENGL 415	Written Communication for Engineers	3
CE 015	Engineering Assembly	0
		16

Senior

Fall semester

CE 015	Engineering Assembly	0
Option elective		6
Civil engineering electives		6
Humanities or social science electives		6
		18

Spring semester

CE 015	Engineering Assembly	0
CE 585	Civil Engineering Project	3
Civil engineering elective		3
Humanities or social science electives		7
Option elective		3
		16

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*English Composition II is optional if prerequisites for Written Communication for Engineers (ENGL 415) are met from English Composition I.

Humanities and social science electives are to be selected from the catalog list and need not be taken in the order listed in the curriculum (two courses must be 400 level or above).

Option electives are to be selected in consultation with the student's faculty advisor to satisfy the requirements of the concentration the student has chosen. One course from either the engineering materials or circuits, fields, and electronics engineering science group is required.

Civil engineering electives are to be selected from the list approved by the department.

Civil engineering options

General

In the general option the student may select a set of interrelated option and civil engineering electives which will enable the student to complete a broad general program or to concentrate on one or more areas within the general option. The areas of concentration available are structural analysis and design, soil mechanics and foundations, hydraulic engineering, sanitary/environmental engineering, and highway and traffic engineering.

Construction engineering

A student pursuing the construction engineering option within the Department of Civil Engineering can fulfill the requirements for a B.S. in civil engineering by following the outlined course curriculum listed for civil engineering as well as the following selection of option electives:

DEN 450	Engineering Law	3
CE 641	Civil Engineering Materials	3
Construction option elective		1-4
CE 680	Economics of Design and Construction	3
ACCTG 211	Financial Accounting	3
ACCTG 221	Managerial Accounting	3

Geological engineering

A student pursuing the option of geological engineering with the Department of Civil Engineering can fulfill the requirements for a B.S. in civil engineering by following the outlined course curriculum for civil engineering as well as the following selection of option electives:

GEOL 130	Elementary Geology Lab	1
GEOL 200	Historical Geology	4
GEOL 502	Mineralogy	3
GEOL 503	Petrology	3
GEOL 530	Structural Geology	3
CHE 350	Engineering Materials	2
Geological option elective		0-3

Courses in civil engineering

Undergraduate credit

CE 015. Engineering Assembly. (0) I, II. CE-015-0-0908

CE 212. Elementary Surveying Engineering. (3) I, II. Coordinates, directions, distances, and elevation. Traverses. Boundary surveys. Leveling. National rectangular coordinate systems. Property descriptions: public land subdivision and metes and bounds. Topographic surveys. Surveying, planning, and estimating. One hour lec. and six hours lab a week. Pr.: MATH 150. CE-212-1-0908

CE 231. Statics A. (3) I, II. Composition and resolution of forces; equilibrium of force systems; application of the principles of statics to problems, including force analyses of simple structures. Centroids; moments of inertia. Three hours rec. a week. Pr.: PHYS 113 and MATH 220 or conc.: MATH 211. CE-231-0-0999

EECE 866. Transform Processing of Digital Signals. (3) II. Orthogonal transforms in digital signal processing with emphasis on one- and two-dimensional signals, generalized Wiener filtering, feature selection in pattern recognition, and elements of adaptive filtering techniques. Three hours rec. a week. Pr.: EECE 861. EECE-866-0-0909

EECE 868. Advanced Digital Filtering. (3) II. Advanced treatment of the theory, design, and implementation of digital filters; use of digital filters to process random signals. Three hours rec. a week. Pr.: EECE 647 and EECE 861. EECE-868-0-0909

EECE 881. Advanced Topics in Electric Energy Systems. (3) On sufficient demand. Subjects of current interest such as computer methods, distribution and transmission systems, systems planning and economics, extra high voltage transmission, exotic power sources. May be repeated. Three hours rec. a week. Pr.: EECE 686. EECE-881-0-0909

EECE 890. Advanced Electrical Theory. (Var.) I, II. For advanced study in specialized areas by M.S. students. Pr.: M.S. student. EECE-890-3-0909

EECE 892. Deterministic Signal Analysis. (3) I. Time and frequency domain analysis of deterministic signals found in communication and control systems. Fourier Series, Fourier Transform, Laplace Transform, and Z-Transforms are used. Continuous and discrete time convolution are included. Three hours rec. a week. Pr.: EECE 512. EECE-892-0-0909

EECE 897. Research in Electrical Engineering. (Var.) I, II, S. Special research problems in electrical engineering. Pr.: Consent of instructor. EECE-897-4-0909

EECE 898. Master's Report. (Var.) I, II, S. Topics selected with approval of major professor and department head. EECE-898-4-0909

EECE 899. Master's Thesis. (Var.) I, II, S. Topics selected with approval of major professor and department head. EECE-899-4-0909

EECE 931. Advanced Topics in Control Theory. (3) On sufficient demand. Study of advanced topics in optimal, time-varying, and stochastic control theory, or other recent developments in the control systems area. May be repeated. Three hours rec. a week. Pr.: EECE 830. EECE-931-0-0909

EECE 962. Advanced Topics in Communications. (3) On sufficient demand. Selected topics related to the design and performance analysis of communication systems. Topics may include advanced modulation techniques, optimum receiver design, nonlinear channels, multipath analysis, diversity systems, and others. Three hours rec. a week. Pr.: EECE 861. EECE-962-0-0909

EECE 967. Advanced Topics in Digital Signal Processing. (3) On sufficient demand. Selected topics related to adaptive digital filtering techniques; special purpose hardware for digital filtering; two-dimensional signal processing and classification. Three hours rec. a week. Pr.: EECE 866 or EECE 868. EECE-967-0-0909

EECE 971. Advanced Topics in Bioengineering. (3) On sufficient demand. Study of complex physiological system simulation and analysis techniques; modern experimental and clinical electronic bioinstrumentation systems. Topics selected according to graduate student's interests. May be repeated. Three hours rec. a week. Pr.: EECE 771 or EECE 772. EECE-971-0-0909

EECE 999. Dissertation Research. (Var.) I, II, S. Topics selected with approval of major professor and department head. EECE-999-4-0909

Engineering Technology

John C. Lindholm,* head of department

Professors Chung,* Erickson,* and Lindholm;* Associate Professors Dawes, DeVault, Hopper, Koelliker,* A. Matthews, and Wilson; Assistant Professors Delker, Hiatt, and Hightower.

Area coordinators

Computer engineering technology	D. Delker
Electronic engineering technology	W. Dawes
Environmental engineering technology	A. Matthews
Food engineering technology	L. E. Erickson
Industrial engineering technology	C. Wilson
Mechanical engineering technology	J. Lindholm
Nuclear reactor technology	R. Hightower

Engineering technology (ET)

Bachelor of Science in Engineering Technology
126 semester hours required for graduation

Engineering technology is a rapidly growing program which offers excellent career opportunities to young men and women. As members of the engineering team graduates work with engineers, scientists, and craftsmen in coordinated efforts relating to the design, development, and manufacture of products and systems which are needed by society.

While the primary responsibility of the engineer is the creation of new designs, the technologist is involved more in routine design and development; liaison and supervision of craftsmen and technicians; technical sales and service.

The emphasis of the technology program is less theoretical than that for the engineering student. There are more lab courses with an emphasis on hardware and applications.

All areas of specialization are accredited by the Technology Accreditation Commission of the Accreditation Board of Engineering and Technology, except food engineering technology and nuclear reactor technology.

Core courses (64 hours)

Communications (11)

ENGL 100	English Composition I	3
ENGL 120	English Composition II	3
ENGL 415	Written Communication for Engineers	3
SPCH 105	Public Speaking IA	2

Physical science (12)

CHM 210	Chemistry I	4
PHYS 113	General Physics I	4
PHYS 114	General Physics II	4

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Mathematics and statistics (15)

MATH 100	College Algebra	3
MATH 150	Plane Trigonometry	3
MATH 210	Technical Calculus I	3
MATH 211	Technical Calculus II	3
STAT 320	Elements of Statistics	3

(IET students substitute STAT 350 for STAT 320.)

Engineering technology (10)

ME 212	Engineering Graphics I	2
IE 372	Computers and Data Processing	2
ET 415	Computer Applications in Engineering Technology	2
ET 431	Electrical Circuit Technology I	4

(CPT students take CMPSC 200 in place of IE 372.)

PE 101	Concepts in Physical Education	1
ECON 110	Economics I	3
Humanities or social science electives		12

(IET students must take ECON 120 as a humanity or social science electives.)

Computer engineering technology

This program develops capabilities in digital computer technology. Emphasis is on analog and digital circuits and their relationship to computing. Through work in computer science, the student has an opportunity to develop a complementary working knowledge in computer architecture, structure, and software.

Area of specialization (62 hours)

Required courses (48)

CMPSC 211	FORTRAN Laboratory for Engineering Majors	1
CMPSC 207	PASCAL Language Lab	2
CMPSC 300	Algorithmic Processes	3
CMPSC 305	Computer Organization and Programming I	3
ET 410	Properties of Engineering Materials	2
ET 430	Electronic Fabrication Lab	1
ET 436	Digital Logic Systems I	4
ET 531	Electrical Circuit Technology II	4
ET 533	Electronic Devices and Systems	4
ET 536	Digital Logic Systems II	4
ET 537	Electronic Measurements	4
ET 538	Digital Peripherals and Interfacing	4
ET 541	Electronic Design Lab	2
ET 542	Electric Motors and Controls	4
ECE 631	Microcomputer Systems Design	[illegible]
ME 560	Engineering Economics	[illegible]
Technical electives		1-4
Management electives		3-8

Electronic engineering technology

This program is designed to provide the essential background for a career in one of the many areas of the electrical and electronic industries, including liaison and supervision of craftsmen and technicians, routine design and development, production, quality control maintenance, and technical sales.

Area of specialization (62 hours)

Required courses (43)

IE 241	Production Processes	3
ET 410	Properties of Engineering Materials	2
ET 430	Electronic Fabrication Lab	1
ET 436	Digital Logic Systems I	4
ET 531	Electrical Circuit Technology II	4
ET 533	Electronic Devices and Systems	4
ET 536	Digital Logic Systems II	4
ET 537	Electronic Measurements	4
ET 538	Digital Peripherals and Interfacing	4
ET 539	Electronic Communications	4
ET 541	Electronic Design Lab	2
ET 542	Electric Motors and Controls	4
ME 560	Engineering Economics	3
Technical electives		15-10
Management electives		3-8
Free elective		1

Environmental engineering technology

Concern about environmental quality has resulted in a significant increase in the number of trained personnel needed to implement pollution prevention and control activities. Much of this activity relates to concern over providing safe supplies of water and safely disposing of domestic and industrial wastes, in addition to protecting and restoring the quality of the total environment.

Area of specialization (62 hours)

Required courses (58)

BIOL 198	Principles of Biology	4
BIOL 529	Fundamentals of Ecology	3
BIOL 555	Microbiology	5
CHM 230	Chemistry II	4
CHM 350	General Organic Chemistry	3
CHM 351	General Organic Chemistry Lab	2
CE 212	Elementary Surveying Engineering	3
CE 231	Statics A	3
CE 322	Soil and Foundation Construction	3
CE 331	Strength of Materials A	3
CE 551	Hydrology	2
CE 553	Hydrologic Methods Lab	1
CE 563	Environmental Engineering Fundamentals	3
CE 565	Water and Wastewater Engineering	3
ET 512	Mechanics of Fluids	3
ET 514	Energy Conversion Technology	3
ET 521	Water Treatment Technology	3
ET 522	Air Pollution Control Technology	2
GEOL 120	Environmental Geology	2
ME 560	Engineering Economics	3
Technical electives		3
Free elective		1

Food engineering technology

This program provides the student with an engineering technology education directed toward a career in the food industry. The food industry is large and of considerable economic and social significance in Kansas, the United States, and the world. Areas of interest include production management, technical service, product and process development, process design, project engineering, and quality control.

Area of specialization (62 hours)

Required courses (55)

ASI 311	Introductory Food Chemistry	3
ASI 410	Food Analysis	3
BIOL 198	Principles of Biology	4
BIOL 520	Microbiology of Foods	4
BIOL 555	Microbiology	5
CHM 230	Chemistry II	4
One course (rec. lab) in organic chemistry		5
One course in biochemistry		3
ET 410	Properties of Engineering Materials	2

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THE WICHITA STATE UNIVERSITY 1987-88 UNDERGRADUATE CATALOG

WICHITA STATE

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group study in specialized areas of communicative sciences and disorders. Repeatable. D 12 715 0 1220

750. Workshop in Communicative Disorders and Sciences. (1-4). A course offered periodically on selected aspects of speech and hearing habilitation. D 12 750 0 1220

Courses for Graduate Students Only

800. Introduction to Graduate Study and Research. (3). A general introduction to graduate study. A survey is made of research procedures utilized in the fields of communication sciences and communication pathology. Presentation of principles for scientific writing and critical reading of professional research journals is included. Final project involves the formulation of a possible research methodology in the area of communication science or communication pathology. D 12 800 0 1220

880. Presentation of Research. (1-3). A directed research project culminating in a manuscript appropriate for publication. Repeatable, but total credit hours may not exceed three. Prerequisites: CDS 800 and instructor's consent prior to enrollment. D 12 880 4 1220

890. Independent Study in Speech and Language Pathology or Audiology. (1-3). Arranged individual directed study in specialized content areas in speech and language pathology or audiology. Repeatable. Prerequisite: instructor's consent prior to enrollment. D 12 890 3 1220

895. Thesis Research. (1-2). Repeatable, but total credit hours counted toward degree requirements must not exceed two. D 12 895 4 1220

899. Thesis. (1-2). Repeatable, but total credit hours counted toward degree requirements shall not exceed two. D 12 899 4 1220

915. Advanced Selected Topics in Communicative Disorders and Sciences. (1-4). Advanced individual or group study in specialized areas of communicative sciences and disorders. Intended for doctoral students or advanced master's-level students. Repeatable. D 12 915 0 1220

925. Clinic and Program Administration. (2). Approaches to clinical administration and rehabilitation program planning and development. Attention is given to community analysis and utilization, personnel management, evaluation of program effectiveness, standards for accountability and fiscal procedures. D 12 925 0 1220

930. Seminar in Clinical Research. (3). Presentation of advanced models in research design applicable to the investigation of communicative disorders in a clinical setting. Prerequisites: CDS 800 and competency in statistics. D 12 930 9 1220

935. Advanced Practicum in Communicative Disorders and Sciences. (1-4). 1R; 3-12L. Supervised internship in one or more of the following sections: Advanced Practicum in Client Management, Advanced Practicum in Clinical Supervision, Advanced Practicum in Academic Instruction, Advanced Practicum in Research and Advanced Practicum in Clinical and Program Administration. This course is intended for doctoral students or advanced master's-level students. Repeatable; more than one section may be taken concurrently. D 12 935 2 1220

990. Advanced Independent Study in Speech and Language Pathology, Audiology or Speech Science. (1-3). Arranged individual directed study in specialized content areas in speech and language pathology, audiology or speech sciences. Repeatable. Prerequisites: advanced standing and instructor's consent. D 12 990 3 1220

999. Doctoral Dissertation. (1-24). Repeatable. D 12 999 4 1220

Industrial Technology

The overall goal of the department of Industrial Technology is to provide a broad concept of industrial strategies. Within this concept students are given specific educational content that will allow them to pursue a management-oriented technical profession. The curriculum is built upon a sound knowledge and understanding of materials, processes, technical management and human relations. Proficiencies in the physical sciences, mathematics and technical skills enable the graduate to address capably technical, managerial and production problems.

The Bachelor of Science degree in Industrial Technology requires the development of technical skills at post secondary schools other than The Wichita State University. The curriculum is designed to build upon technical specialties (construction, computers, drafting, electricity, electronics, graphic arts, metals, power, photography, plastics, woodworking, etc.) developed at a community college or technical institution. Technical specialty competency will be evaluated by the industrial technology faculty.

Cooperative Education (work experience in the technical emphasis area) forms an integral part of this curriculum by blending the theories of the classroom with state-of-the-art experiences in industry.

The industrial technology program may be tailored to prepare the student for either employment in teaching or industry. Teaching opportunities are available at both secondary and post-secondary levels. Opportunities in industry may include production or construction supervision, quality assurance, process management, systems analysis, production control, cost estimating, purchasing, product design, industrial relations, tool design, prototype development and technical communications.

Undergraduate Minor—Technical Emphasis. This minor requires a minimum of 18 semester hours. Courses must be chosen in consultation with the department advisers.

Admission to the industrial technology program requires a 2.250 grade point average. Students who fail to make satisfactory progress in their studies are governed by College of Education policies on probation and dismissal.

Graduate Courses. The Master of Education program provides for specialization in secondary education with an emphasis in industrial education. Courses must be selected in consultation with the student's graduate adviser. For further information consult The Wichita State University *Graduate School Bulletin.*

Industrial Technology Major

A degree in Industrial Technology requires:

Teaching Option	*Hours*
General Education*	42
Technical specialty (transferred)	30
Industrial Technology courses	29
Supplemental required courses	3
Teacher Certification requirements	32
Total Hours	136

Technical Option	*Hours*
General Education*	42
Technical specialty (transferred)	30
Industrial Technology courses	42
Supplemental required courses	15
Total Hours	129

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*General Education courses must include literature, Division A; Psychology 111Q, Division B; Chemistry 111Q, Division C; and Physics 111Q, Division C.

Model Program (Teaching Option)

Freshman

Course	*Hrs*
Eng. 101, College English I (C or better)	3
Eng. 102, College English II (C or better)	3
Math. 111, College Algebra	3
Math. 123, College Trigonometry	3
IT 120, Drafting I	3
IT 121, Drafting II	3
Technical specialty	12

Sophomore

Course	*Hrs*
Phys. 111Q, Introduction to Physics	4
Spch. 111, Basic Public Speaking	3
Psy. 111Q, General Psychology	3
Chem. 111Q, General Chemistry	5
Technical specialty	12
Humanities (Division A)	3

Summer

Course	*Hrs*
General Education electives	6

Junior

Course	*Hrs*
IT 300, Concepts of Industrial Technology	3
IT 310, Safety Product Liability and Litigation	3
IT 440, Industrial Technology Education	3
IT 470, Industrial Organizational Analysis	3
IT 481-A, Cooperative Education Part I	4
IS 231, Entry into Teacher Education Lab	0
IS 232, Introduction to Professional Education	2
ISFE 234, Philosophy and History of Education	2
ISEP 333, Educational Psychology Adolescent Development	3
Humanities including 3 hours Literature (Division A)	6
Social/Behavioral Science (Division B)	3

Summer

Course	*Hrs*
IT 480, Applied Problem Solving	3
IT 481-B, Cooperative Education Part II	4

Senior

Course	*Hrs*
IT 360, Industrial Design Technology	3
IT 400, Computer Applications in Industry	3
ISSE 401, Reading in the Content Area	3
ISFE 428, Social Foundations of Education	2
ISEP 433, Educational Psychology, Learning and Evaluation	3
IS 456, Multicultural Education	3
ISSE 442-I, Methods of Teaching Industrial Technology Education	4
ISSE 467-E, Student Teaching, Secondary Education	7
ISEP 601, Introduction to the Exceptional Child	3

Model Program (Technical Option)

Freshman

Course	*Hrs*
Eng 101, College English I (C or better)	3
Eng 102, College English II (C or better)	3
Math 111, College Algebra	3
Math 123, College Trigonometry	3
IT 120, Drafting I	3
IT 121, Drafting II	3
Technical specialty	12

Sophomore

Course	*Hrs*
Phys 111Q, Introduction to Physics	4
Spch 111, Basic Public Speaking	3
Psy 111Q, General Psychology	3
Chem 111Q, General Chemistry	5
Technical specialty	12
General Education Elective	3

Junior

Course	*Hrs*
IT 300, Concepts of Industrial Technology	3
IT 310, Safety Product Liability and Litigation	3
IT 470, Industrial Organizational Analysis	3
IT 481-A, Cooperative Education Part I	4
Psy 316, Industrial Psychology	3
Social/Behavioral Science (Division B)	3
Humanities (Division A) including 3 hours Literature	9
General Education Elective	3

Summer

Course	*Hrs*
IT 480, Applied Problem Solving	3
IT 481-B, Cooperative Education Part II	4
DS 350, Introduction to Production and Operations Management	3

Senior

Course	*Hrs*
IT 360, Industrial Design Technology	3
IT 400, Computer Applications in Industry	3
IT 430, Product Development	3
Mgmt 462, Leadership and Motivation	3
IT 320, Quality Assurance	3
IT 490, Senior Problems in Industrial Technology	3
IT 481-C, Cooperative Education Part III	4
Mgmt 360, Concepts of Administration	3
IT 330, Manufacturing Estimating, Planning, and Scheduling or IT 350, Construction Estimating, Blueprint Reading	3

Lower-Division Courses

111. Introduction to Industrial Technology. (2). Industrial technology as a career, an introduction to present-day programs and the opportunities available. The course is recommended as a first course to be taken in the department. D 11 111 0 0839

112. Construction Technology. (3). 2R; 3L. A course emphasizing the understanding of technology and the scope of industry as it applies to construction. Instruction includes occupationally oriented laboratory activities to reinforce the student's understanding of how man plans, organizes and controls all available resources to produce products on a site. D 11 112 1 0839

113. Manufacturing Technology. (3). 2R; 3L. A study of how industry integrates man, machines and materials into efficient production systems. The study focuses on the management, personnel and production techniques of manufacturing. D 11 113 1 0839

120. Drafting I. (3). 2R; 3L. An introduction to orthographic projection, pictorial representations with emphasis placed on auxiliary views, sectional views, sketching, revolutions, dimensioning, lettering and care and use of drafting instruments. D 11 120 1 0839

121. Drafting II. (3). 2R; 3L. A study of the relationship of views in drafting, with emphasis on rotation, projection of solids, planes and lines using standard drafting techniques and procedures. Prerequisite: IT 120. D 11 121 1 0839

170. Materials and Processes. (3). 2R; 3L. A study of basic material processing methods, emphasizing those processing methods most common to all materials. Through laboratory applications, the student can develop an understanding of material processing that will facilitate the appropriate selection of suitable materials and processes for particular products. D 11 170 1 0839

180. Power and Energy. (3). 2R; 3L. A study of energy sources, means of harnessing energy, transmitting energy and the effects of power systems. The major types of power and energy to be considered are mechanical, fluid, electrical and combinations. D 11 180 1 0839

190. Visual Communications. (3). 2R; 3L. A study of systematic procedures common to development of visual communications, including analysis of communication problems, selection of media, communication preparation, communication dissemination, communication evaluation and communication storage and retrieval systems. Students develop communication projects using each of the following media: technical graphics, printing, television and photography. D 11 190 1 0839

230. Metals I. (3). 2R; 3L. A basic course dealing with the processes, equipment, materials and products of the metal-working industry. Lab experience in sheetmetal, benchmetals, forging, founding, welding and machine tools. D 11 230 1 0839

240. Woodwork I. (3). 2R; 3L. A study of the use and care of hand and power tools, methods of finishing, wood technology and an overall view of the woods industry. D 11 240 1 0839

255. Power Mechanics I. (3). 2R; 3L. A study of the operation of motor vehicles, including chassis and drive-line components. Lab experiences include repair techniques and procedures. D 11 255 1 0839

260. Plastics I. (3). 2R; 3L. Study of plastic materials being used in industry, fundamental operations including molding, casting, thermoforming, fabrication and finishing. D 11 260 1 0839

Independence Community College

And

The Wichita State University's

Department of Industrial Technology

Articulation Agreement

1988/89

Article I

Independence Community College and the Department of Industrial Technology at The Wichita State University enter into this agreement as equal partners and shall maintain the integrity of their separate programs.

Article II

Independence Community College and the Department of Industrial Technology at The Wichita State University agree that any student who has earned an Associate Degree from Independence Community College with a major in the programs specified in the appendix, may transfer all credits toward a Bachelor of Science degree in Industrial Technology at The Wichita State University by following the outlined programs as specified in the appendix.

The requirements for admission to and graduation from programs in the Department of Industrial Technology at The Wichita State University for students who follow this articulation agreement are as follows:

1. An Associate degree from Independence Community College in an approved major program as specified in the appendix of this Agreement.
    a. A minimum grade point average (GPA) of 2.25, overall and in the major, for admission to and graduation from the non-teaching program.
    b. A minimum grade point average (GPA) of 2.50, overall and in the major, for admission to and graduation from the teaching program.
2. A cumulative GPA of 2.25 (2.50 for teaching track) in course work taken for graduation at The Wichita State University.
3. It is also agreed that , for those not completing the Associate degree, the Department of Industrial Technology will accept a maximum of thirty credit hours of technical specialty courses towards a Bachelor of Science degree in Industrial Technology at the Wichita State University.
    a. A minimum grade point average (GPA) of 2.250 overall and in the technical specialty courses is required for admission to, and graduation from, the non-teaching program.
    b. A minimum grade point average (GPA) of 2.500 overall and in the technical specialty courses is required for admission to, and graduation from, the teaching program.
4. Technical courses transferred to Independence Community College from other institutions will be evaluated by the Independence Community College faculty and accepted or rejected by using the same standard of competency as for their own courses. Those accepted and included in the degree program (or eligible to be included, had the student completed the degree) may transfer equal with Independence Community College credit to The Wichita State University Industrial Technology program, subject to the limitation in Article II, Section 3 above.
5. No assurances can be made that the credit transferred from Independence Community College under this agreement will be accepted toward other programs at The Wichita State University. Students electing to transfer from the Industrial Technology program to other programs at WSU will have their transfer credit evaluated in accordance with normal transfer practices of the department to which the student transfers.

Article III

The Wichita State University and Independence Community College agree that an individual who has earned an Associate degree from Independence Community College in one of the program options described in the appendix to this Agreement may transfer to the Bachelor of Science degree program in

Industrial Technology at The Wichita State University without loss of credit. It is further agreed that a person who has completed such an Associate degree program may graduate from The Wichita State University with a baccalaureate degree without duplicative study by following the articulation plan appended to this Agreement.

It is further agreed that Independence Community College and the Department of Industrial Technology at The Wichita State University will continue to cooperate in the development of additional program plans. Such plans will come under this Agreement and will be added to the program plans appended to this document upon approval of the following:

1. Vice-President for Academic Affairs - The Wichita State University
2. Dean, College of Education - The Wichita State University
3. Chairman, Department of Industrial Technology - The Wichita State University
4. Dean, Development/Instructional Services - Independence Community College
5. Division Chairman, Industrial Education - Independence Community College

Students enrolled at Independence Community College will be given the opportunity to matriculate to The Wichita State University under the approved programs within **two** years following the awarding of an Associate degree from Independence Community College. Minor changes in program requirements may be made at the time a student matriculates but every effort will be made to ensure that these changes will not result in graduation requirements in excess of the number of semester hours in each of the 2 + 2 agreements.

Graduates of Independence Community College under this Agreement will receive equal consideration with other transfer students seeking admission to the approved programs.

Article IV

Independence Community College and the Department of Industrial Technology at The Wichita State University agree to cooperate with each other and with common and respective publics concerning the established relationships and articulated programming. Communication will include the development of various kinds of publications to inform people who might benefit personally from the opportunities provided by an articulated baccalaureate degree program in Industrial Technology.

Independence Community College and The Wichita State University further agree to communicate concerning curriculum changes which affect the agreed upon relationships between articulated programs at the respective institutions, and to communicate concerning the development of plans which might lead to future opportunities for program articulation between the two institutions. Responsibility for communication related to the Agreement will be given to the Chairman of the Department of Industrial Technology at The Wichita State University and the Dean of Development/Instructional Services at Independence Community College.

Article V

This articulation Agreement may be terminated at any time by either institution. Written notice of termination shall be given, and students enrolled in approved programs shall be provided the opportunity to complete the entire program within a reasonable period of time.

Approved by:

The Wichita State University

Sidney A. Connor
Chairman, Department of Industrial Technology

Dean, College of Education

Joyce A Scott
Vice-President for Academic Affairs

Independence Community College

Division Chairman, Industrial Technology

Dean, Development/Instructional Services

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The Wichita State University
and
Articulated Industrial Technology Program
Independence Community College

Students majoring in Industrial Technology and wishing to complete the Bachelor of Science in Industrial Technology at The Wichita State University should use the program outlined below as a model. The Community College curriculum is closely coordinated with The Wichita State University to assure full transfer and the greatest educational efficiency. The technical specialty courses (indicated by *A - Z) are included by discipline on the attached pages. The Wichita State University reserves the right to revise or change, rules, charges, fees, schedules, course requirements for degrees and any other regulations affecting students whenever considered necessary or desirable.

FRESHMAN AT ICC

First Semester	CrHrs	Second Semester	CrHrs
1023 College Algebra	3	Fine Arts/Humanities Elective	3
1003 Engineering Graphics 1	3	1013 Engineering Graphics 2	3
1003 English Comp 1	3	1013 English Comp 2	3
__Technical Specialty * A1- Z1	3	1042 Trigonometry	3
__Technical Specialty *A2 - Z2	3	__Technical Specialty *A3 - Z3	3
		__Technical Specialty *A4 - Z4	3
	15		18

SOPHOMORE AT ICC

Third Semester	CrHrs	Fourth Semester	CrHrs
1003 Speech	3	Social Science	3
1003 General Psychology	3	Literature	3
1065 General Physics 2	5	1025 College Chemistry 1	5
__Technical Specialty *A5 - Z5	3	__Technical Specialty *A7 - Z7	3
__Technical Specialty *A6 - Z6	3	__Technical Specialty *A8 - Z8	3
	17		17

JUNIOR AT WSU

Fifth Semester	CrHrs	Sixth Semester	CrHrs
DS 350 Production & Operations Mgmt.	3	MGMT 360 Concepts of Administration	3
ITEC 300 Concepts of Industrial Tech	3	ITEC 320 Quality Assurance	3
ITEC 310 Safety, Prod Liab & Litigation	3	ITEC 400 Computer App in Industry	3
ITEC 470 Industrial Organizational Analysis	3	ITEC 480 Applied Problem Solving	3
ITEC 481A Cooperative Education Part 1	4	ITEC 481B Cooperative Education Part 2	4
	16		16

SENIOR AT WSU

Seventh Semester	CrHrs	Eighth Semester	CrHrs
ITEC 330 Mfg Est. or ITEC 350 Const. Est.	3	Fine Arts/Humanities Elective	3
PSY 316 Industrial Psychology	3	General Education Elective	3
ITEC 430 Product Development	3	MGMT 462 Leadership and Motivation	3
ITEC 360 Industrial Design Technology	3	ITEC 490 Senior Problems in Ind. Tech.	3
CS 105 Computer Science	3	ITEC 481-C Cooperative Education Part 3	4
	15		16

General Education	43
Technical Specialty (Incl. 6hrs Drafting)	30
Industrial Technology	45
Supplemental Required Course work	12
Total Hours-Bachelor of Science in ITEC	130

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The Wichita State University Department of Industrial Technology

Articulation Agreement for Departmental Transfers

From

Independence Community College

AUTOMOTIVE TECHNOLOGY

• TECHNICAL SPECIALTY "A" AUTOMOTIVE TECHNOLOGY

ICC COURSE NUMBER AND TITLE	CR HRS	TRANSFER
ATT 1003 AUTOMOTIVE TECHNOLOGY		YES
ATT 1113 AUTO TECH:AUTO T U		YES
ATT 1123 ADV SM ENG REPAIR		NO

The Wichita State University Department of Industrial Technology
Articulation Agreement for Departmental Transfers
From
Independence Community College

DRAFTING TECHNOLOGY

• TECHNICAL SPECIALTY "D" DRAFTING TECHNOLOGY

ICC COURSE NUMBER AND TITLE	CR HRS	TRANSFER
DDT 1003 ENG GRAPH 1		YES
DDT 1013 ENG GRAPH 2		YES
DDT 1023 MANUF PROC MATER		YES
DDT 2003 MACH DRAFT		YES
DDT 2013 PICT TECHNICAL ILL		YES
DDT 2023 COMP AIDED DRAFT		YES
DDT 2793 FUND QUALITY CONTR		YES
DDT 2913 BLUE PR READ		YES

The Wichita State University Department of Industrial Technology
Articulation Agreement for Departmental Transfers
From
Independence Community College

ARCHITECTURAL TECHNOLOGY

- TECHNICAL SPECIALTY "R" ARCHITECTURAL TECHNOLOGY

ICC COURSE NUMBER AND TITLE	CR HRS	TRANSFER
ARC 1003 RESID DRAFT PLAN		YES
ARC 2003 ARCH DETAIL		YES
ARC 2013 COMMER STRUCT DRAF		YES
ARC 2024 STRUCT DESIGN		YES
ARC 2051 IND ST-ARCHTECHNO		NO
ARC 2052 IND ST-ARCH TECHNO		NO
ARC 2053 IND ST-ARCH TECHNO		NO
ARC 2054 IND ST-ARCHTECHNO		NO
ARC 2055 IND ST-ARCHTECHNO		NO

The Wichita State University Department of Industrial Technology

Articulation Agreement for Departmental Transfers

From

Independence Community College

CIVIL TECHNICAL TECHNOLOGY

• TECHNICAL SPECIALTY "C" CIVIL TECHNICAL COURSES

ICC COURSE NUMBER AND TITLE	CR HRS	TRANSFER
CIV 1033 SURV MEASUREM		YES
CIV 1043 CIVIL DRAFT		YES
CIV 2004 BAS HYD SYS		YES
CIV 2023 SOIL FOUND		NO
CIV 2033 CIVIL DESIGN		YES
CIV 2044 REINF CONCR DES DE		YES
CIV 2051 IND ST: ENG TECH		NO
CIV 2052 IND ST: ENG TECH		NO
CIV 2053 IND ST: ENG TECH		NO
CIV 2054 IND ST: ENG TECH		NO
CIV 2055 IND ST: ENG TECH		NO

The Wichita State University Department of Industrial Technology
Articulation Agreement for Departmental Transfers
From
Independence Community College

INDUSTRIAL ARTS

• TECHNICAL SPECIALTY "I" INDUSTRIAL ARTS

ICC COURSE NUMBER AND TITLE	CR HRS	TRANSFER
IND 1003 WDWRKING 1		YES
IND 1013 WDWRKING 2		YES
IND 1023 WDWRKING POWER TLS		YES
IND 1033 ELECTRIC SKLLS 1		YES
IND 1043 BAS ELECTRON ELECT		YES
IND 1063 UPHOLSTERY		NO
IND 1073 FURNIT REFIN		NO
IND 1101 INDEP ST IND ARTS		NO
IND 1102 INDEP ST IND ARTS		NO
IND 1103 INDEP ST IND ARTS		NO

The Wichita State University Department of Industrial Technology
Articulation Agreement for Departmental Transfers
From
Independence Community College

MACHINE TOOL TECHNOLOGY

• TECHNICAL SPECIALTY "M" MACHINE TOOL TECHNOLOGY

ICC COURSE NUMBER AND TITLE	CR HRS	TRANSFER
MTT 1043 WELDING 1		YES
MTT 1053 WELDING 2		YES

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APPENDIX IX

Criterion XIV

B. Vocational Student Follow-up Survey Form
B. Employer Follow-up Survey Form
B. Termination Status of Program Enrollees

VOCATIONAL STUDENT FOLLOW-UP

CURRENT EDUCATION STATUS

1. What is your current educational status? (Check one.)
   - ☐ Currently attending school full-time
   - ☒ Currently attending school part-time
   - ☐ Not currently attending school

   If attending school—

Name of School	ICC	CCC
Address of School	INDEPENDENCE	CANEY
Your major field of study	ACCOUNTING	ACCOUNTING

CURRENT EMPLOYMENT STATUS

2. What is your current employment status? (Check one.)
   - ☒ Employed (Includes all employment, even if below your qualifications; does not include full-time military service.)
   - ☐ Employed (Full-time military service.)
   - ☐ Unemployed (Not employed, but actively seeking employment.)
   - ☐ Not in the labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason.)

If you are currently employed, or in full-time military service, please answer the remaining questions. Otherwise, skip to item number 9.

3. Please provide the following information on your present job:

WETMORE	ALAN	C.
Your Immediate Supervisor's Last Name	First Name	M.I.
HACKNEY & SONS		
Name of Company or Firm (If self-employed, please write self.)		
P.O. BOX 608		
Company or Firm Mailing Address:		
INDEPENDENCE, KS		67301
City State		Zip Code

YOUR PRESENT JOB INFORMATION:

Job Title: DATA BASE COORDINATOR

Job Duties: INSURE MFG. INFO. IS AVAILABLE
SUPPORT MFG. MGMT.

4. Is this job related to your field of vocational training? (Check one)
   - ☒ Yes, it is directly or closely related.
   - ☐ No, it is only remotely related or is not related at all.

   If marked NO, comment why you took a job not related to your training

5. What is your current gross (before deductions) salary? (Do not add in overtime.) $ X per X
6. The salary in the preceding item is based on how many hours per week employment? 40 hours per week
7. How satisfied are you with your current position? (Check one)
   ☐ Very Good ☐ Good ☒ Neutral ☐ Poor ☐ Very Poor
8. How has your vocational training helped you with your current position? (Check one)
   ☐ Very Good ☐ Good ☒ Neutral ☐ Poor ☐ Very Poor
9. How satisfied are you with the vocational training you received? (Check one)
   ☐ Very Good ☒ Good ☐ Neutral ☐ Poor ☐ Very Poor

General Comments

PLEASE RETURN AT ONCE. Reverse fold, seal, and mail. Thank you very much for your cooperation.

An Equal Employment Educational Opportunity Agency

2-6350-SFU

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NAME James Wharton

SOCIAL SECURITY NUMBER 511-62-8320

PROGRAM TITLE Drafting

EMPLOYER FOLLOW-UP FORM

Please complete all sections of this form that apply to the individual listed above. Your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely.

1. VOCATIONAL TRAINING EVALUATION

Please rate the vocational training received by the individual in the following areas:

	Very Good	Good	Neutral	Poor	Very Poor
a. Technical knowledge	☒	☐	☐	☐	☐
b. Work attitude	☒	☐	☐	☐	☐
c. Work quality	☒	☐	☐	☐	☐
	(5)	(4)	(3)	(2)	(1)

2. OVERALL RATING

What's your overall rating of the vocational training received by this individual as it relates to the requirements of his or her job?

Very Good	Good	Neutral	Poor	Very Poor
☒	☐	☐	☐	☐
(5)	(4)	(3)	(2)	(1)

3. RELATIVE PREPARATION

As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

- (0) ☒ No basis for comparison
- (5) ☐ Individual is better prepared
- (3) ☐ Both are about the same
- (1) ☐ Individual is less prepared

General Comments ______________________________

PLEASE RETURN AT ONCE. Reverse fold, seal, and mail. Thank you very much for your cooperation.

TERMINATION STATUS OF PROGRAM ENROLLEES

	COMPLETERS	COMPLETED 50%+	COMPLETED -50%	CONTINUING IN THE PROGRAM
DRAFTING TECHNOLOGY				
1988-89			1	9
1987-88	5	1	3	11
1986-87			1	2
1985-86				3
1984-85			3	19
1983-84		1	2	5
1982-83			2	1
ARCHITECTURAL ENGINEERING TECHNOLOGY				
1988-89			4	1
1987-88				3
1986-87	2			1
1985-86		3		
1984-85				2
1983-84		1	4	5
1982-83			1	1
CIVIL ENGINGEERING TECHNOLOGY				
1988-89				3
1987-88				4
1986-87	1		2	
1985-86				3
1984-85	1		2	5
1983-84				2
1982-83	1		1	1

APPENDIX X

Criterion XV

A Summary - Vocational Program Pilot Survey of Former Vocational Students

SUMMARY
VOCATIONAL PROGRAM PILOT SURVEY
FORMER VOCATIONAL STUDENTS

DRAFT

SURVEY BACKGROUND

One of the areas of concern broached by the visiting teams during the recent accreditation visit was the paucity of management information. Particularly germane to this report, the lack of documentation concerning student perceptions of the college vocational programs was a point of discussion. Subsequently, the Division of Business and Applied Science and the Dean of Instruction worked cooperatively to develop a preliminary survey instrument which could be used in a pilot study to test the perceptions of former vocational students with regard to the vocational programs of the college.

As the planning and development of the pilot study instrument proceeded, three distinct areas of concern began to take focus. First, there was general agreement that the former vocational students should gauge the effectiveness of the vocational programs. That is, the students should evaluate the adequacy of the program in providing useful skills related to employment. Second, because some of the vocational programs can also serve a transfer function for satisfying four year vocational degree requirements, it was decided that the students should evaluate the transfer effectiveness of the vocational programs. Third, arising from concern that institutional vocational program marketing was deficient, it was determined that the instrument should ask former students to assess the effectiveness of vocational program advertising for the college's vocational programs.

Further parameters were established by readability and length considerations. It was determined that the instrument should be brief-no more than a single page. It was also determined that the instrument should be worded in simple fashion, free from jargon and extraneous explanation. Aside from the listing of courses or areas of specialization associated with several of the vocational programs, to insure that students would understand the program titles, this was accomplished. The result was the survey instrument found attached to this summary.

RATE OF RETURN

One thousand nine hundred and ninety-seven former students, enrolled in vocational programs over the past three years were mailed a letter of explanation, attached, requesting their assistance in evaluating the vocational programs of the college. The survey instrument accompanied the letter, and students were asked to return the survey by mail at their own expense.

Of the one thousand nine hundred and ninety-seven surveys distributed, one hundred ten were returned, yielding a return rate of 5.6%. The return rate was less than spectacular. The assessment of the return rate indicates that asking the students to return the survey at their own expense may have had an impact. Likewise, judging from the number of returned letters, vocational students appear to exhibit a great deal of mobility, and the lack of current addresses adversely affected the return rate. Since the survey was a pilot study, follow-up efforts were not undertaken.

TABULATION

The tabulated survey results appear on the attached pages. Despite the low response rate, for those programs for which returns are adequate or in rough proportion to the program share of the total vocational enrollment, some useful insights can be gained. Cosmetology enrollment typically has been larger than the return rate would indicate. As is readily seen, the response rate for the Program Advertising category is highest (99.1%). Assessment of the survey indicates that this is probably due to the fact that this category was the first in a series of three categories on all survey instruments. The response rate for the Transfer Effectiveness category is lowest (48.2%). Assessment indicates that this is due to the fact that this category was last in a series of three categories on all survey instruments. A further indication is that most vocational students are not involved in the transfer of courses, since the function of vocational programs is to provide specific job related training. Consequently, a low return rate was expected with regard to the Transfer Effectiveness category. It is also readily apparently that the rate of "no response" to survey items increases along the series of categories; so that only one respondent made no response to the first or Program Advertising category, 23 respondents made no response to the second or Program Effectiveness category, while 57 respondents made no response to the third or Transfer Effectiveness category. This is probably accounted for by the typical survey respondent fatigue effect.

SALIENT POINTS FROM TABULATION

Respondents generally find vocational program advertising to be satisfactory - 79.81% of those responding to this category so indicate.

Respondents generally find vocational program effectiveness to be satisfactory - 85.06% of those responding to this category so indicate.

Respondents who are involved in transfer of vocational courses generally find the transfer effectiveness of vocational courses to be satisfactory - 90.57% of those responding to this category so indicate.

Respondents identify the greatest area of need for improvement as vocational program advertising - 19.27% of those responding to this category, as compared to 12.64% for program effectiveness and 7.55% for transfer effectiveness.

Those respondents who indicate that vocational program advertising is satisfactory suggest the following rank order:

1. Office Education - 94.59%
2. Distributive Education - 86.67%
3. Cosmetology - 75%
3. Computer/Console Operator - 75%
3. Child Care - 75%
4. Money and Banking - 50%
5. Engineering Technology - 20%
6. Emergency Medical Technician - 0%

Those respondents who indicate that vocational program effectiveness is satisfactory suggest the following rank order:

1. Money and Banking - 100%
2. Child Care - 75%
3. Office Education - 72.97%
4. Distributive Education - 66.67%
5. Computer/Console Operator - 65%
6. Engineering Technology - 60%
7. Cosmetology - 25%
8. Emergency Medical Technician - 0%

Those respondents who indicate that vocational program transfer effectiveness is satisfactory suggest the following rank order:

1. Emergency Medical Technician - 100%
2. Engineering Technology - 80%
3. Child Care - 75%
4. Money and Banking - 50%
5. Distributive Education - 46.67%
6. Office Education - 45.96%
7. Computer/Console Operator - 32.5%
8. Cosmetology - 25%

Those respondents who indicate that vocational program advertising needs to be improved or is unsatisfactory suggest the following rank order:

1. Emergency Medical Technician - 100%
2. Engineering Technology - 60%
3. Money and Banking - 50%
4. Cosmetology - 25%
4. Computer/Console Operator - 25%
4. Child Care - 25%
5. Distributive Education - 13.33%
6. Office Education - 5.41%

Small returns may make the rank order a bit suspect, but for those programs for which returns are either adequate or in rough proportion to the program share of the total vocational enrollment such as Engineering Technology, Money and Banking, Computer Console Operator, Distributive Education, and Office Education, some useful insight is provided.

Those respondents who indicate that vocational program effectiveness needs to be improved or is unsatisfactory suggest the following rank order:

1. Emergency Medical Technician - 100%
2. Engineering Technology - 40%
3. Cosmetology - 25%
3. Child Care - 25%
4. Computer/Console Operator - 17.5%
5. Office Education - 2.71%
6. Money and Banking - 0%
6. Distributive Education - 0%

Small returns may make the rank order a bit suspect, but for those programs for which returns are either adequate or in rough proportion to the program share of the total vocational enrollment such as Engineering Technology and Computer/Console Operator program evaluation is in order. Unfortunately, the survey instrument for the pilot study fails to identify distinctly the basis for the response. Some clues are provided by the comments of respondents, which are attached to this summary.

There is very little indication by respondents that vocational program transfer effectiveness needs improvement or is unsatisfactory. The two programs identified by 25% of respondents as in need of improvement or unsatisfactory in this regard are Cosmetology and Child Care. Cosmetology is not a transferable program anywhere. The Child Care program has not operated for several years. As mentioned above, vocational programs are generally intended to provide job skills and are not primarily designed to be transfer programs. Thus, the transfer effectiveness dimension of the vocational programs is uncharacteristically positive.

END NOTE

Discussions are underway for refining and revising the survey instrument, and for regularizing its use. Matters affecting response rate as well as follow-up procedures are also under discussion. The pilot study has been successful in that it has focused institutional efforts upon the collection and compilation of data useful in making informed decisions affecting the vocational programs of the college. As is the case with all first steps, we hope for more in the future. We have, however, begun to address the problem of the dearth of institutional data concerning the effectiveness of educational programs.

Independence Community College

Dear Former Student:

WE NEED YOUR HELP!!!

We at ICC are in the process of evaluating the effectiveness of our vocational programs. Please indicate on the enclosed survey form your feelings about our vocational programs. We need to know how you feel so that we can improve our efforts.

PLEASE LET US HEAR FROM YOU!!!

Please complete and return the enclosed survey to:

Robert J. Romine, Dean of Instruction
Independence Community College
P. O. Box 708
Independence, Kansas 67301

Thank you very much for your interest and your attention. Please feel free to contact me if I can assist you in any way.

With regards,

Robert J. Romine

Robert J. Romine
Dean of Instruction

RJR/nt

Enclosure: Vocational Survey

INDEPENDENCE COMMUNITY COLLEGE

VOCATIONAL PROGRAM SURVEY
FORMER STUDENTS

Please evaluate the Independence Community College vocational programs in which you participated by circling S - Satisfactory, NI - Needs Improvement, U - Unsatisfactory, plus your comments.

	Program Advertising	Program Effectiveness	Transfer Effectiveness	Comments
Emergency Medical Technician	S NI U	S NI U	S NI U	
Nursing Assistant	S NI U	S NI U	S NI U	
Money and Banking	S NI U	S NI U	S NI U	
Cosmetology	S NI U	S NI U	S NI U	
Office Education (secretarial): Executive	S NI U	S NI U	S NI U	
Legal	S NI U	S NI U	S NI U	
Medical	S NI U	S NI U	S NI U	
Word Processing	S NI U	S NI U	S NI U	
Clerk Typist	S NI U	S NI U	S NI U	
Distributive Education (retailing, marketing, advertising, Salesmanship, economics, accounting, personal finance, management)	S NI U	S NI U	S NI U	
Engineering: Architectural	S NI U	S NI U	S NI U	
Civil	S NI U	S NI U	S NI U	
Drafting	S NI U	S NI U	S NI U	
Computer Console Operator (Introduction to computing, mini-computer, data base, word processing, spread-sheet, introduction to IBM PC, keyboarding, BASIC, COBOL, RPG, PASCAL, FORTRAN)	S NI U	S NI U	S NI U	
Child Care (child development, parenting, day care center planning, nutrition)	S NI U	S NI U	S NI U	
Farm Business Analysis	S NI U	S NI U	S NI U	

General Comments: ______________________________

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Suggestions for other Vocational Programs: ______________________________

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PLEASE COMPLETE AND RETURN THE ENCLOSED SURVEY TO: Robert J. Romine, Dean of Instruction, Independence Community College, Box 708, Independence, KS 67301

VOCATIONAL PROGRAM PILOT SURVEY FORMER VOCATIONAL STUDENTS

Chart I

Total Response Rate By Program

Vocational Program	Total Number of Responses	Percent of Total Responses
Emergency Medical Technician	**1**	**0.89**
Nursing Assistant	**0**	**0**
Money and Banking	**4**	**3.64**
Cosmetology	**4**	**3.64**
Office Education	**37**	**33.64**
Distributive Education	**15**	**13.64**
Engineering Technology	**5**	**4.55**
Computer Console Operator	**40**	**36.36**
Child Care	**4**	**3.64**
Farm Business Analysis	**0**	**0**
TOTAL	**110**	**100**

VOCATIONAL PROGRAM PILOT SURVEY
FORMER VOCATIONAL STUDENTS

Chart II

Number of Responses to Program Advertising Category by Program

Vocational Program	Satisfactory	Needs Improvement	Unsatisfactory	No Response
Emergency Medical Technician	0	1	0	0
Nursing Assistant	0	0	0	0
Money and Banking	2	2	0	0
Cosmetology	3	0	1	0
Office Education	35	2	0	0
Distributive Education	13	2	0	0
Engineering Technology	1	3	0	1
Computer Console Operator	30	10	0	0
Child Care	3	1	0	0
Farm Business Analysis	0	0	0	0
Total Responses	87	21	1	1
%/Total Responses	79.09	19.09	0.91	0.91
%/Responses This Category Only	79.81	19.27	0.92	- -

VOCATIONAL PROGRAM PILOT SURVEY
FORMER VOCATIONAL STUDENTS

Chart III

Number of Responses to Program Effectiveness Category by Program

Vocational Program	Satisfactory	Needs Improvement	Unsatisfactory	No Response
Emergency Medical Technician	0	1	0	0
Nursing Assistant	0	0	0	0
Money and Banking	4	0	0	0
Cosmetology	1	0	1	2
Office Education	27	1	0	9
Distributive Education	10	0	0	5
Engineering Technology	3	2	0	0
Computer Console Operator	26	6	1	7
Child Care	3	1	0	0
Farm Business Analysis	0	0	0	0
Total Responses	74	11	2	23
%/Total Responses	67.27	10.00	1.82	20.91
%/Responses This Category Only	85.06	12.64	2.3	- -

VOCATIONAL PROGRAM PILOT SURVEY
FORMER VOCATIONAL STUDENTS

Chart IV

Number of Responses to Transfer Effectiveness Category by Program

Vocational Program	Satisfactory	Needs Improvement	Unsatisfactory	No Response
Emergency Medical Technician	1	0	0	0
Nursing Assistant	0	0	0	0
Money and Banking	2	0	0	2
Cosmetology	1	0	1	2
Office Education	17	0	0	20
Distributive Education	7	1	0	7
Engineering Technology	4	0	0	1
Computer Console Operator	13	2	0	25
Child Care	3	1	0	0
Farm Business Analysis	0	0	0	0
Total Responses	48	4	1	57
%/Total Responses	43.64	3.64	0.90	51.82
%/Responses This Category Only	90.57	7.55	1.88	- -

RESPONDENT'S COMMENTS

Following are comments made by respondents on the survey instruments. They appear verbatim as nearly as possible. Direct allusions to persons by name have been omitted.

VOCATIONAL PROGRAM PILOT SURVEY
FORMER VOCATIONAL STUDENTS

Respondents Comments

General Comments

The Distributive Education Program is good for beginning business administration.

I greatly appreciate the high level of educational courses available at your college, however, as a working adult and father these are not available to me. It's my dream to graduate through night courses.

I am now attending Labette Community College (working on my degree in social science) where they offer many night-time classes which I believe is much needed at ICC. If ICC could spend less money advertising for sports - - and spend more academically -- I believe ICC would be a much better college.

I would like to continue studies at ICC but was unable to get scholarships or aid for school costs.

More variety of telecourse classes.

Need to continue to improve technical offerings as technology will be more difficult in the future.

I have taken courses and telecourses and would like to be able to take them in the evenings.

ICC's main asset is the level of standards.

Professionals in certain fields do not always make good instructors.

I'd like to get in on a first semester writing class a couple of afternoons or evenings a week.

The help given for older students returning to campus helped a great deal.

The quality of telecourse tapes isn't good -- poor audio.

I have enjoyed work I've taken from ICC. I hope you all can work with the universities and do much more with the telenet. I have three children and a very successful business and am trying to obtain a degree. It would be heaven-sent to be able to do as much as possible through telenet or something comparable. Thanks for wanting my input. Hope it helps.

Suggestions for Other Vocational Programs

Offer a program for finance majors, with Business Calculus.

Criminal Justice, Social Work

Perhaps a program could be started for people interested in writing/journalism.

I think that a class in braile should be considered at ICC.

Basic Business -- graduating students cannot make change, cannot write a check, let alone balance a checkbook, know nothing about withholding taxes being withheld from salaries.

Legal Assistant

I enjoyed the foods class and feel it would be valuable for someone who was in the food service business.

Office Education

Very helpful in updating skills. Very useful training. After attending ICC's secretarial classes I found no difficulty in handling office procedures.

ICC is a very good junior college. It has a wide variety of classes to choose from.

I've taken accounting, typing, tax return, and several others. I am a tax preparer and can do bookkeeping.

Distributive Education

The instructor did not monitor test-taking closely enough.

I found all the classes I took at ICC very satisfactory, helpful and informative. The teachers are great.

Engineering Technology

ICC needs to either get serious about their CAD program or discontinue the course. Your class is for the most part a waste of time and dollars for sutdents and it certainly does not help the image of the school.

An excellent teacher, but the program needs more promotion among engineering students. You have the foundation for a great drafting technology program, but you need to update with more CAD equipment. I have been a draftsman and engineer for over 25 years yet I found the Engineering Graphics I course very challenging, and enjoyed it very much. I am a non-graduate engineer working with FUNK in Coffeyville.

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Cosmetology

Instructor needs to spend more time on the floor teaching and helping students.

If you want the material, it is there. Teachers were excellent.

Computer Console Operator

Need more computers at Fredonia Outreach Center -- especially IBM's.

Very useful training.

I found that the programming classes (BASIC, COBOL, etc.) were not well supported with the exception of BASIC. One reason for this seems to be that many people do not understand what programming is and what the different classes involve. Many people take BASIC with the mistaken idea that it teaches basic computer concepts. I would like to see a class called Introduction to Computer Programming that would teach what it means to program. I would also like to see ICC keep a little more current with present programming standards by offering courses in newer languages such as "C" PASCAL and compiled BASIC.

My instructor made the class easy to understand and was always very helpful. This was my first college class and I really enjoyed it. Because of her I decided to take more classes.

I misunderstood the word BASIC when enrolling in computers. Should have been in "Introduction to".

The courses were satisifactory and the instructor was very knowledgable.

Very good.

We really needed more time. A text book would have been helpful.

It was very convenient to have the class offered in my hometown.

A lab assistant is definitely needed. There is no one to help when you get in a bind. Coffeyville has lab assistants.

My instructor was excellent. All courses I have taken have been worthwhile. I have no suggestions for improvement.

Child Care

I found the subjects very well presented. Oustanding teaching staff.

Money and Banking

Thanks for your work with AIB on this program.

APPENDIX XI

Criterion XVIII

A Independence Community College Sex Equity Plan

SEX EQUITY PLAN

Independence Community College has a comprehensive sex equity plan on file at the State Department of Education. This plan is continued each year and updated with new and continued information concerning Title IX, Section 504 of the Rehabilitation Act.

OBJECTIVES	RELATED ACTIVITIES	TIME LINE
1. To continue present Sex Equity Committee	1.(a) The Sex Equity Committee appointed in 1986 is a standing committee appointed by the president.	07/01/88-on-going
	(b) Continue to review and analyze sex equity needs at ICC.	07/01/88-on-going
	(c) Continue to review text books, library materials and media materials.	07/01/88-on-going
2. To provide materials and services for all participants regardless of race, sex, religion, age, national origin or handicap.	2.(a) Actively recruit and admit all persons regardless of sex or handicap.	07/01/88-on-going
	(b) Develop a counseling program that addresses the concerns and problems of this special population	08/01/88-on-going
	(c) Identify individuals who are in need of special services (vision-interpreters)	08/01/88-on-going
3. To continue to monitor the curriculum to insure that it is not sexually biased.	3.(a) All curriculum, books and materials will be reviewed each year to insure all materials remain unbiased and acceptable for students of both sexes.	08/15/88-on-going

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